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ABSTRACT

Designed for use in Louisiana, the curriculum guide provides suggested units of study for one, two, or three-year programs in both preparatory and cooperative distributive education. The units were chosen as a result of identification of basic competencies in marketing necessary to ensure job-entry skills, knowledge, and attitudes. Those competencies needed to progress in a marketing career were also considered in preparing the units. Each unit includes goal, performance objectives, suggested activities, instructional materials, and references. Included in the appendix are several units, the knowledge of which is helpful but not necessary to a marketing career, and several information sheets intended for teacher use. Included also are suggestions for sequence, level, and time allotment for using the units. (NJ)

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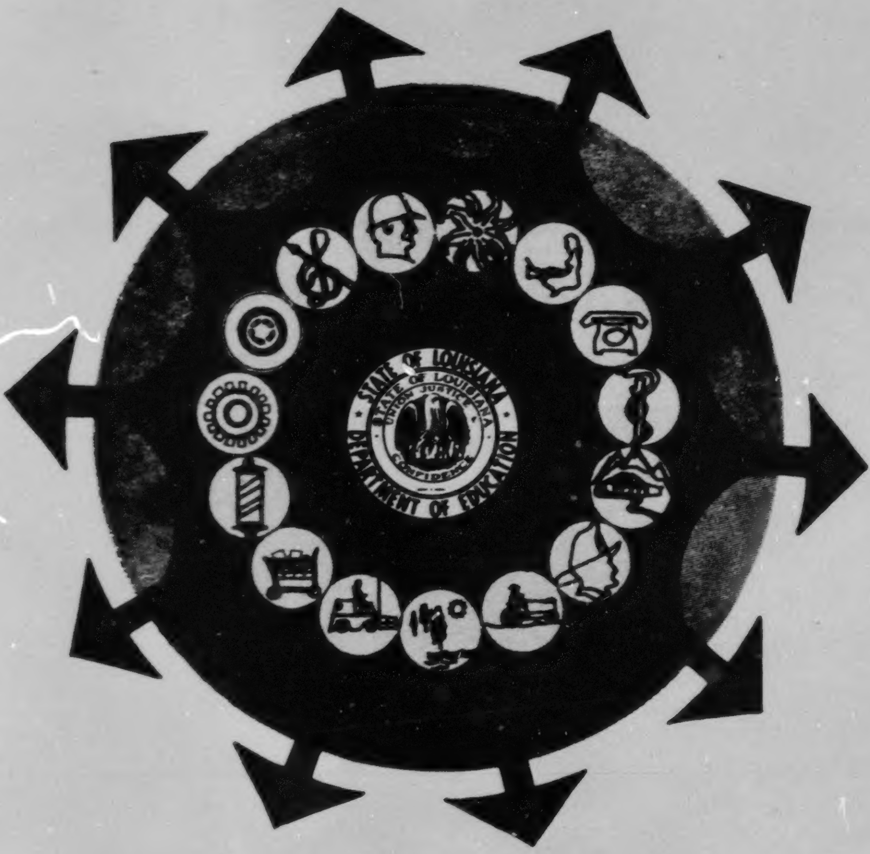
ONE, TWO, OR THREE YEAR DISTRIBUTIVE EDUCATION SECONDARY SCHOOL CURRICULUM

BULLETIN NO. 1389



LOUISIANA STATE DEPARTMENT OF EDUCATION

LOUIS J. MICHOT
STATE SUPERINTENDENT

December, 1974

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PREFACE

This guide is designed to assist the beginning Distributive Education teacher in deciding which units should be taught in the several combinations of Distributive Education secondary school curriculum that are found throughout Louisiana. It will provide the experienced teacher an updated curriculum guide that contains many of the changes that have taken place within the marketing career cluster. It is flexible enough to provide for creativity in teaching.

The format used was selected by the Career Education Steering Committee to ensure uniformity in all disciplines. Performance objectives were included to assist the individual teacher in reaching common goals with his students.

The writing team attempted to identify basic competencies in marketing necessary to ensure job entry skills, knowledge, and attitudes. Those competencies needed to progress in a marketing career were also considered and additional units were prepared to achieve this end.

Included in the appendix are several units which might be "nice to know" but are not necessarily marketing competencies. Although a suggested sequence, level, and time allotment has been made for using these units, each teacher is encouraged to develop his own offerings and sequences depending upon his local situation and individual student needs. It is strongly recommended that class time be regularly allocated for individual career study, research, and skill improvement.

This guide does not contain teaching content because of the limited time allowed for preparation. However, performance objective and references are included and should be sufficient for each teacher to follow using his own creativity to meet individual student and program needs.

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INTRODUCTION TO DISTRIBUTIVE EDUCATION

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 10 hours

INTRODUCTION

The learning opportunities provided in this unit should help students to understand the role Distributive Education will play in their careers in the field of marketing. Emphasis will be placed on the three related components of a Distributive Education program - classroom instruction, on-the-job training, and DECA, the youth organization.

GOAL

At the completion of this unit, the student will have an understanding of the role of marketing in the American economic system. He will have knowledge of the types of marketing career opportunities available to him and will be aware of the Distributive Education program objectives and requirements.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Define the term Distributive Education.
2. List the benefits of Distributive Education to the student, school, businessman and community.
3. Summarize briefly the history of the Distributive Education program.
4. Identify the elements of the marketing functions.
5. List career opportunities in the field of marketing as they relate to Distributive Education.
6. Define and discuss the nature and purposes of DECA and its relationship to Distributive Education.

8

SUGGESTED ACTIVITIES

I. The Instructor:

- A. Determine and discuss unit objectives.
- B. Provide students with information sheets or study guides.
- C. Discuss information given on information sheets.
- D. Prepare and use audio-visuals.
- E. Collect resource materials.
- F. Distribute copies of school policies relating to Distributive Education students.
- G. Evaluate.

II. The Student:

- A. Review unit objectives.
- B. Study information sheets.
- C. Study DECA Handbook.
- D. Participate in DECA meetings and competitive activities.
- E. Research career possibilities in marketing.
- F. Make oral presentations on career research findings.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

- A. Study guides.
- B. Information sheets.
- C. Audio-visuals and transparencies.
- D. Career reference library.
- E. School policies.

F. DECA Handbook and reference texts.

G. Test.

H. Answer sheets.

II. References:

A. DECA Handbook - Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia. 1972.

B. Mason, Ralph E. and Peter G. Haines: Cooperative Occupational Education. Danville, Illinois, The Interstate Printers and Publishers, Inc., 1972.

C. Blackledge, Walter L., Ethel H. Blackledge and Helen J. Kelly: You and Your Job. Cincinnati: South-Western Publishing Company, 1967.

D. Schrumpt, Susan S.: The Orgin and Development of Distributive Education. New Jersey, Gregg Division McGraw-Hill Book Company, 1972.

HUMAN RELATIONS AND PERSONALITY DEVELOPMENT

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
8 hours

INTRODUCTION

This unit provides students with the necessary social skills and physical qualities important to distributive workers. These factors involve personal attributes, ethical conduct, and desired work habits that are essential to progression in a career in marketing. Emphasis will be placed on the importance of good human relations with management, customers, and co-workers.

GOAL

At the completion of this unit, the student will have an understanding of the importance of the role of human relations as it relates to his career in marketing. He will be able to identify and develop the attitudes necessary to successful career planning, job entry, and advancement.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Define human relations.
2. Describe the basic needs that all people have.
3. Describe the characteristics of effective human relations.
4. Identify the personality traits that are considered acceptable in social and business relationships.
5. Classify his personality traits into the categories of physical, mental, or emotional.
6. List the qualities he now possesses or can develop that will aid him in a successful marketing career.
7. Recognize the personality traits, measure his own personality, and aim toward improving himself and his attitudes.
8. List several human relation traits that are especially important to supervisors and employees.

9. List several human relation problems a new employee may encounter and make suggestions for avoiding them.

10. List the careers in marketing in which effective human relations are essential.

11. Define the vocabulary terms necessary to an understanding of effective human relations.

12. Recognize those elements of personality necessary for career development.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets.

  C. Assign readings from resource materials.

  D. Prepare and use audio-visuals.

  E. Prepare and distribute personality rating sheets and personal inventory.

  F. Present case problems in group sessions or individually.

  G. Contact resource person to discuss human relations with the class from a businessman's viewpoint.

  H. Prepare test and answer sheet.

II. The Student:

  A. Review unit objectives.

  B. Study information sheets.

  C. Read and complete assignments.

  D. View and discuss audio-visuals.

  E. Complete personality rating sheets and personal inventory.

  F. Analyze case problems.

G. Evaluate resource person's discussion and relate it to on-the-job experiences.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

   A. Study guides.

   B. Information sheets.

   C. Audio-visuals and transparencies.

   D. Reference and texts.

   E. Personality rating sheets.

   F. Personal inventories.

   G. Case problems.

   H. List of resource people.

   I. Vocabulary list.

   J. Appropriate tests and answer sheets.

II. References:

   A. Hiserodt, Donald D.: Psychology and Human Relations in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1969.

   B. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

   C. Russon, Allien R.: Business Behavior. Cincinnati, South-Western Publishing Company, 1964.

   D. Wingate, John W. and Carroll A. Nolan: Fundamentals of Selling: 9th Edition. Cincinnati, South-Western Publishing Company, 1969.

   E. Chapman, N.: Your Attitude is Changing. Chicago, Science Research Associates, Inc., 1969.

CAREERS IN MARKETING

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
10 hours

INTRODUCTION

This unit focuses on information concerning career opportunities in the field of marketing. Emphasis is placed on the student making an intelligent career selection based on necessary facts to help him match his interests and aptitudes with the requirements of available jobs and future jobs. This study should make students aware of the constant changes taking place in the business world and the opportunities of entering into a higher position in his career choice, including possible ownership of a selected business.

GOAL

At the completion of this unit, the student will have gained an awareness of the varied career opportunities in the field of marketing. He should realize the importance of realistically matching his aptitudes, interests, and skills to a career suitable for him.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Identify and list at least 20 jobs in their marketing interest and make oral reports as outlined in DECA Handbook on selected ones.

2. Select career goals that are realistic in terms of his abilities and interests at this time and in the future.

3. Identify and describe job opportunities available in his local community.

4. Locate and use sources of educational and vocational information in choosing a career.

5. Develop in writing a job description to evaluate his own qualifications in relation to these descriptions.

6. Discuss the significance of continuing his education in marketing on the post high school level.

7. Prepare a career manual which includes his plans to achieve these goals.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets, study guides, and job analysis sheets.

  C. Prepare audio-visual materials.

  D. Collect resource materials.

  E. Determine resource persons.

  F. Plan field trips.

  G. Assign readings on careers in marketing.

  H. Provide occupational interest tests.

  I. Lead class discussions on job opportunities.

  J. Evaluate student achievement:

    a. Test.

    b. Manuals.

II. The Student:

  A. Review unit objectives.

  B. Complete reading assignments.

  C. Study information sheets and study guides.

  D. Preparatory students will relate this study to preparation of Louisiana DECA's Careers in Distribution Manual.

  E. Complete an occupational interest test.

  F. Determine career objectives. Indicate step-by-step plans for becoming proficient in the career. Include plans for improvement in school and at the training station.

  G. Buzz sesson on "What makes people work and why they choose their careers."

H. Listen to outside speaker and relate this to his own career plans.

I. Review career pamphlets and make oral presentations to class.

J. Interview a successful person in a career that is of interest to him.

K. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Information sheets.

  B. Study guides.

  C. Job analysis sheets.

  D. Audio-visuals
     Transparencies
     Slides
     Tapes
     Bulletin boards
     Career pamphlets

  E. Occupational interest tests.

  F. Vocabulary list.

  G. Occupational handbooks.

  H. Dictionary of occupations.

II. References:

  A. Bikkie, James A.: Careers in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

  B. Dictionary of Occupational Titles. 1965. 3rd Edition - Volumes I & II. U. S. Department of Labor.

  C. Mason, Ralph E. and Patricia Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

  D. Occupational Outlook Handbook. 1972-73 Edition. U. S. Department of Labor.

JOB DESCRIPTION

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 3-5 hours

INTRODUCTION

The young worker in marketing can make a more intelligent career selection if he has the necessary facts to help him match his interests and aptitudes with the performance requirements of available jobs. This unit will be devoted to the concept of job analysis.

GOAL

At the completion of this unit, each student will have a knowledge of himself in relationship to a particular career in marketing. He will know the path of job progression into supervisory and management positions.

PERFORMANCE OBJECTIVES

After the completion of this unit, the students will be able to:

1. Define a job.
2. List the elements of a job analysis.
3. Describe uses and reasons for job analysis.
4. Complete a thorough analysis of his present job and its relationship to his present on-the-job training.
5. Define, use, and describe the information contained in the Dictionary of Occupational Titles.
6. Prepare a job description from entry level through supervisory and management responsibilities for a selected career.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

B. Provide student with reading assignments and study guides.

C. Prepare and use audio-visual materials.

D. Evaluate student performance.

II. The Student:

A. Review unit objectives.

B. Complete reading assignments.

C. Complete selected job analysis.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Pretest.

B. Job analysis sheets.

C. Texts and manuals.

D. Audio-visual materials.

E. Tests.

F. Answer sheets.

II. References:

A. Bikkie, James E.: Careers in Marketing. New York, Gregg Division McGrew-Hill Book Company, 1971.

B. Dictionary of Occupational Titles: U. S. Department of Labor, Washington, D. C., 1965.

C. Technique of Job Analysis: Instructional manual available from the University of Texas, Distributive Education Service, Austin, Texas.

EMPLOYEE COMPENSATION

Preparatory Distributive Education I or II Cooperative Distributive Education I	Suggested Time 1-2 hours

INTRODUCTION

A person entering into a career in marketing must be realistic in choosing one that offers ample compensation and incentive for his ability and effort. This unit will cover some of the pay plans that are used in marketing careers. It will be concerned with both monetary rewards and fringe benefits.

GOAL

At the completion of this unit, each student will have knowledge of the different methods in which employees receive compensation for their labor. They will be able to compute their earnings given some of the various plans used in marketing jobs today.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. Describe the different compensation plans that are being used to pay employees and list the advantages and disadvantages of each.

2. Compute earnings under each of the following plans:

    a. Straight salary.

    b. Hourly wages.

    c. Straight commission.

    d. Draw on commission.

    e. Quota plan.

3. List types of fringe benefits that are commonly given to employees as a part of their compensation.

4. List reasons for entering into a career in marketing other than the monetary rewards and fringe benefits.

5. Given a number of compensation plans select the ones for further investigation that relate to his career choice. Report orally to class on his findings concerning methods of compensation relevant to his career.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide student with reading assignments.

  C. Prepare and use audio-visual materials.

  D. Prepare problem sheets.

  E. Evaluate student performance.

II. The Student:

  A. Review unit objectives.

  B. Complete assignments.

  C. Work problems and compute earnings under different payment plans.

  D. Relate employee compensation to his career goal.

  E. Make satisfactory score on test.

INSTRUCTIONAL MATERIALS

1. Included in this unit are:

  A. Study guides.

  B. Information sheets.

  C. Audio-visuals and transparencies.

  D. Reference and texts.

  E. Problem sheets.

  F. List of resource people.

G. Vocabulary list.

H. Appropriate test and answer sheets.

II. References:

A. Bodle, Yvonne, Gallegos and Joseph A. Corey: Retail Selling. New York, Gregg Division McGraw-Hill Book Company, 1972.

B. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

C. Wingate, John W. and Carroll A. Nolan: Fundamentals of Selling. Cincinnati, South-Western Publishing Company, 1969.

JOB INTERVIEW AND APPLICATION

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 5-10 hours

INTRODUCTION

This unit focuses on techniques of applying for a job. These will include locating job sources, obtaining an interview, preparing for it, and conducting oneself during an interview. The student should be able to fill out an application blank correctly and prepare a personal data sheet. In this study he will become aware of the different pre-employment tests as well as the laws concerning employment of minors.

GOAL

At the completion of this unit, the student will be able to locate a job, apply for it, and conduct himself properly during the interview. He will be able to complete an application form and prepare a personal data sheet. The student will understand the laws concerning his employment and will be familiar with the types of pre-employment tests used by many employers. This unit will be applicable to anyone applying for employment, regardless of career intent.

PERFORMANCE OBJECTIVES

After the completion of the unit, the student will be able to:

1. Identify various sources for finding employment opportunities.
2. Obtain an interview for employment.
3. Conduct himself properly during an employment interview.
4. Complete a job application form accurately and prepare a personal data sheet.
5. Demonstrate proper personal grooming.
6. Demonstrate the techniques in applying for employment as outlined in the DECA Handbook.
7. List steps to follow after completing a job interview.
8. Demonstrate proficiency in completing pre-employment test samples.

9. Summarize laws relevant to his employment.

10. Find employment using these techniques.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets and study guides.

  C. Prepare audio-visual materials.

  D. Provide blank application forms, sample pre-employment tests, and labor laws for minors.

  E. Collect resource materials and determine resource persons.

  F. Evaluate students achievement.

  G. Coordinate Job Interview Contest as outlined in DECA Handbook (latest edition) with learning activities.

II. The Student:

  A. Review unit objectives.

  B. Study information sheets.

  C. Fill out blank application sheets.

  D. Prepare a personal data sheet.

  E. Practice taking sample employment tests.

  F. Role-playing in job interviews.

  G. Take a test.

  H. Apply for a marketing job.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

  A. Study guides and information sheets.

B. Visual aids.

C. Blank application forms, sample pre-employment tests, labor laws, interview rating sheets.

D. DECA Handbook.

E. Tests.

F. Answer sheets.

II. References:

A. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, Ohio, South-Western Publishing Company, 1968.

B. Bikki, James A.: Career's in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

C. DECA Handbook - Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia 22046.

BASIC SELLING

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 30 hours

INTRODUCTION

This unit introduces the fundamentals of the selling process which are basic to all selling careers. The student will begin his study with a suitable approach and move successively through the stages of determining a customer's needs, supplying him with product information, making a sales presentation, overcoming objections and closing the sale.

GOAL

At the completion of this unit, the student will have gained an understanding of the basic selling process. He will have become aware of opportunites in a sales career. He will be able to complete a merchandise information manual and make an effective demonstration sale. He will have a knowledge of why customers buy and how to influence their decisions.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Define salesmanship.
2. Differentiate between a salesperson and a salesclerk.
3. List the personal qualities a salesman should possess.
4. List the steps of a sale.
5. List the types of approaches.
6. Select the most suitable approach given several selling situations.
7. List several methods of determining customer needs.
8. Identify and appeal to different buying motives.
9. Differentiate between objections and excuses.

10. Given a variety of objections, overcome each with a correct response.

11. Give reasons for trading up and list types of suggestion selling items.

12. Given a list of customer responses including comments, questions, and actions, identify those that are possible buying signals.

13. List in writing several specific techniques for closing a sale.

14. Determine at which points the customer reaches the following stages of a sale, given a conversation between a salesman and a customer:

    1. Attention.
    2. Interest.
    3. Desire.
    4. Conviction.
    5. Action.

    In the same dialogue identify the:

    1. Approach.
    2. Main body of the presentation.
    3. The close.

15. Demonstrate the ability to perform the following personal sales functions effectively in an actual sales demonstration as outlined in the DECA Handbook:

    1. Approach customers.
    2. Identify their wants and needs.
    3. Present merchandise.
    4. Substitute merchandise.
    5. Trade up.
    6. Handling objections and excuses.
    7. Use suggestion selling.

16. Given a list of buying motives, classify them as:

    1. Emotional.

    2. Rational.

    3. Product.

    4. Patronage.

17. Match specific product selling points to an individual customer's buying motives.

18. List several reasons why product knowledge is essential to a salesman.

19. List at least 5 potential sources of product knowledge.

20. Describe how product knowledge is helpful when encouraging a customer to trade up.

21. List the 5 basic buying decisions every customer must make.

22. Differentiate among the several basic ways people make decisions when buying merchandise and services:

    1. Reasons.

    2. Emotions.

    3. Impulses.

23. Given a list of products, classify as:

    1. Convenience goods.

    2. Shopping goods.

    3. Specialty goods.

24. Prepare a merchandise information manual as outlined in the DECA Handbook to demonstrate his ability to gather product knowledge.

25. Relate how the skills he learns in this unit may be used in his day to day job in marketing.

26. Define the terms used in conjunction with the basic selling unit.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Study guides - information sheets.

      1. Case studies.

      2. Sample sales presentations.

      3. Vocabulary list.

      4. Instructions for preparing merchandise information manuals.

   B. Assignment sheets.

      1. Product analysis sheet.

      2. Sales demonstration evaluation sheets.

   C. Records or cassettes on selling.

   D. Films and filmstrips on selling.

   E. Transparencies - Set #7002 available through 3-M Company.

   F. Tests.

   G. Answer sheet.

II. References:

   A. Ernest, John W.: Salesmanship Fundamentals: 4th Edition. New York, Gregg Division McGraw-Hill Book Company, 1973.

   B. Wingate, John W. and Carroll A. Nolan: Fundamentals of Selling: 9th Edition. Cincinnati, South-Western Publishing Company, 1969.

   C. Richert, Henry, Warren G. Meyer, and Peter G. Haines: Retailing, Principles and Practices: 6th Edition. Cincinnati, South-Western Publishing Company, 1974.

   D. Basic Selling: University of Texas Instructional Series. The University of Texas, Division of Extension, Distributive Education Department, Austin, Texas, 1962.

E. Wingate, Isabel B., Karen R. Gillespie and Betty Addison: Know Your Merchandise: 4th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

F. Marsh: Salesmanship Modern Principles and Practices. Prentice-Hall, Inc., 1972.

G. Harding: Retail Selling is Fun. Interstate Printers and Publishers, Inc., Danville, Illinois, 1970.

H. Bodle, Yvonne, Gallegos and Joseph A. Corey: Retail Selling. New York, Gregg Division McGraw-Hill Book Company, 1972.

TELEPHONE TECHNIQUES FOR MARKETING

Preparatory Distributive Education I or II
Cooperative Distributive Education I

Suggested Time
1-2 hours

INTRODUCTION

So much business is transacted by telephone today that an employee who develops proper telephone techniques becomes a great asset to his company and thus will have an even greater potential for progressing in his career.

GOAL

At the completion of this unit, each student will have become proficient in the utilization of the telephone as it is associated with marketing.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. Demonstrate his ability to make and receive business telephone calls.
2. Demonstrate his ability to prepare and make a sale using the telephone.
3. List and use various telephone resources.
4. List and demonstrate those elements that are considered desirable in a telephone personality.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide student with assignments and study guides.

   C. Prepare and use audio-visual materials.

   D. Secure either a resource person, tape recorder, or teletrainer.

E. Determine cases for role playing.

F. Prepare instrument for student evaluation.

II. The Student:

A. Review unit objectives.

B. Complete assignment.

C. Participate in role playing.

D. Relate material presented in this unit to individual on-the-job needs.

E. Demonstrate proficiency on evaluation.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Objective sheet.

B. Information sheet.

C. Assignment sheet.

D. Case situations.

E. Teletrainer.

F. Evaluation and expected responses.

II. References:

A. Bodle, Yvonne Gallegos, and Joseph A. Corey: *Retail Selling*. New York, Gregg Division McGraw-Hill Book Company, 1972.

B. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: *Retailing Principles and Practices*: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

C. Wingate, John W. and Carroll A. Nolan: *Fundamentals of Selling*: 9th Edition. Cincinnati, South-Western Publishing Company, 1969.

D. Wingate, John W. and Harland E. Samson: *Retail Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

COMMUNICATION IN MARKETING

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
5-10 hours

INTRODUCTION

The effectiveness of an employee's communication is important both to himself and to his employer. The learning opportunities in this unit indicate to the student this fact and that his success on his job is related to his ability to communicate. He will study methods of writing and speaking his thoughts, study his own habits, and then prepare a self-improvement plan.

GOAL

At the completion of this unit, the student should have knowledge of the importance of the use of both proper written and oral communications in marketing. He should be able to demonstrate effective oral communication in given business situations. He will know how to prepare business correspondence that will convey his ideas accurately. Emphasis will also be placed on developing the ability to prepare and deliver short speeches as outlined in the DECA Handbook.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student should be able to:

1. Identify the principles of effective oral and written communication.
2. Identify the elements involved in business communications.
3. Demonstrate the ability to communicate effectively on his job and in his life.
4. Be able to prepare, practice and deliver a 6-8 minute speech as outlined in the DECA Handbook.
5. Select the main points and ideas from a given group of business communications.
6. Given a letter or memo to write, plan the communication, prepare the opening sentence, and the sequence of topics to show proper relationships of ideas.

7. Demonstrate the correct techniques in handling the following simulated business situations:

    1. Complaint from a customer over the telephone.

    2. Give directions or instructions to a customer.

    3. Extending or refusing credit to a customer.

8. Define the vocabulary terms used in communications in marketing.

9. Complete a self-evaluation of his own speech habits and prepare a plan for improvement.

SUGGESTED ACTIVITIES

I. The Instructor:

    A. Determine and discuss unit objectives.

    B. Provide students with study guides.

    C. Assign reading materials on communications.

    D. Collect resource materials.

    E. Prepare audio-visual materials.

    F. Prepare check sheets for use in self-evaluation.

    G. Evaluate student achievement:

        a. Test.

        b. Speeches.

II. The Student:

    A. Review unit objectives.

    B. Complete reading assignments.

    C. Prepare and deliver 6-8 minute speech.

    D. Complete self-evaluation.

    E. Participate in role playing.

F. Evaluate the results of the role-playing situations.

G. Prepare a self-improvement plan.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in the unit are:

   A. Study guides.

   B. Film - "Voice with a Smile" (Bell Telephone)

   C. Transparencies.

   D. Tape recorder or video tape recorder and equipment.

   E. Checklist.

   F. Tests and answer sheets.

II. References:

   A. Rowe, Kenneth L. and Haille C. Jimerson: Communications in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Wingate, John W. and Carroll A. Nolan: Fundamentals of Selling: Cincinnati, South-Western Publishing Company, 1969.

   C. Russon, Allien R.: Business Behavior. Cincinnati, South-Western Publishing Company, 1964.

   D. Communications in Distribution. An instructional manual from University of Texas, Division of Extension, Austin, Texas 78712.

   E. Communications in Distribution. An instructional manual from University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

   F. Elin: Pathway to Speech. Globe Book Company, 1973.

MATH FOR MARKETING

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
3-10 hours

INTRODUCTION

The learning opportunities provided in this unit will help students develop mathematical skills for handling problems which will be encountered on their jobs. It will improve their performance in rapid arithmetic calculation, and an understanding of the processes needed for a marketing career.

GOAL

At the completion of this unit the student will be able to complete simple mathematical computations used in marketing functions with 100% accuracy.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Perform the fundamental arithmetic computations of addition, subtraction, multiplication, division, percentage, decimals, and fractions with 100% accuracy.
2. Complete mathematical problems legibly and rapidly.
3. Calculate customer costs given sales transactions involving weights and measures.
4. Calculate gross and net employees earnings given hourly rates, commissions, and deductions.
5. Calculate transactions on sales slips using unit prices, quantity prices, average prices, and prices for fractional quantities.
6. Compute purchase cost for merchandise given the purchase price, types of discounts, and transportation charges.
7. Compute the amount and percentage of mark-ups and mark-downs.

SUGGESTED ACTIVITIES

I. The Instructor:

- A. Determine and discuss unit objectives.
- B. Prepare and distribute work sheets.
- C. Collect resource materials and audio-visuals.
- D. Assign problems from math books as needed.
- E. Use pre-tests to determine individual student needs.
- F. Prepare handouts containing each type of problem and have students complete.
- G. Use sales slips and hypothetical purchases to provide practice for the student.
- H. Use sample payroll checks and have students complete.
- I. Evaluate student performance:
  - a. Student tests.
  - b. Answer sheets.

II. The Student:

- A. Review unit objectives.
- B. Take a pre-test.
- C. Complete assignments.
- D. Complete work sheets.
- E. Demonstrate the ability to correctly solve math problems with speed and legibility.
- F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

- A. Pretest.

B. Math books.

C. Handouts.

D. Sales slips

E. Sample payroll checks.

F. Sample pre-employment test.

G. Pay voucher form, invoices.

H. Inventory, purchase order, transparencies.

I. Test.

J. Answer sheet.

K. Drill sheets.

II. References:

A. Wingate, John W. and Harland E. Samson: *Retail Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

B. Logan, William B. and M. Herbert Freeman: *Mathematics in Marketing*. New York, Gregg Division McGraw-Hill Book Company, 1970.

C. Pifer, Edwin B.: *Merchandising Mathematics*. Cincinnati, South-Western Publishing Company, 1967.

D. *Arithmetic for Distribution*. An instructional manual from the University of Texas, Distributive Education Department, Austin, Texas.

E. Carlo, Patrick A. and Dennis H. Murphy: *Merchandising Mathematics*. Delmar Publishers, Inc., 1973.

CASHIERING

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 5-10 hours

INTRODUCTION

This unit focuses on those activities necessary to develop the students' skills in recording a sale, making change, and using a cash register. Emphasis will be placed throughout on speed and accuracy. In this study, the students should become familiar with the vocabulary necessary for success in careers in which cashiering is essential. At the completion of this unit, students should have developed an insight into the importance of desirable customer relations.

GOAL

At the completion of this unit, each student should demonstrate with 100% accuracy the ability to record a sale, make change, and use a cash register. He will have gained an understanding of the importance of developing a favorable store image in the minds of customers.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. List the functions of a cash register.
2. Identify all parts of a cash register and explain their functions.
3. Operate a cash register quickly and accurately, using the touch system.
4. Describe the methods commonly used to correct errors made while ringing up a sale.
5. List in order the steps that are to be taken when computing change manually.
6. Count back change to a customer correctly.

7. List several methods that are used to short change checkers during the change making process and describe correct checker actions.

8. Prepare error-free sales checks and record on a cash register.

9. List and summarize the responsibilities of a checker.

10. Distinguish between those traits that are considered acceptable and unacceptable in customer relationships.

11. Define the vocabulary terms necessary to perform cashiering functions.

12. To demonstrate his proficiency in performing non-cash sales such as credit cards, charge plates, and checks.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets and study guides.

  C. Prepare audio-visual materials.

  D. Collect resource materials and determine resource persons.

  E. Discuss and demonstrate procedures outlined in study guide.

  F. Evaluate students achievement:

    a. Tests on information.

    b. Performance tests.

II. The Student:

  A. Review unit objectives.

  B. Study information sheets and guides.

  C. Demonstrate ability to make change, record a sale and use register.

  D. Practice using register to develop speed and accuracy.

E. Take tests.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Study guides.

   B. Transparencies.

   C. Cash register and sales slips.

   D. Problem sheets.

   E. Tests.

   F. Test answer sheets.

II. References:

   A. Logan-Freeman: Mathematics in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1970.

   B. Edison, Judith E. and Kenneth H. Mills: Checker-Cashier. Cincinnati, Ohio, South-Western Publishing Company, 1969.

   C. Tips on Making Change. Booklet, The National Cash Register Company, Dayton, Ohio.

INTRODUCTION TO MARKETING

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
5-10 hours

INTRODUCTION

This unit will introduce the student to marketing. It will provide him with some of the historical facts of marketing. Emphasis will be placed throughout on the role the Free Enterprise System has played in our nation and state. At the completion of this unit students should have a greater appreciation of our economic system.

GOAL

At the completion of this unit the student will understand that the marketing segment of our American Free Enterprise System is undergoing changes that will directly affect him and his career in marketing. He will have an appreciation of the Free Enterprise System and the part it has played in the history of our country. The student will understand the importance of competition and how distribution, production and consumption are related.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Describe the development of marketing from its beginning to the present and to postulate future developments.
2. Identify different types of retail stores and service businesses.
3. List advantages and disadvantages of each type of store operation.
4. Define the vocabulary necessary to understand this unit.
5. Describe the various goals of an economic system.
6. Identify the worker's role as a citizen in a free economy including his privileges, restrictions, and responsibilities.
7. Describe the roles of marketing and distribution in the various economic systems.

8. Describe the relationshiop of distribution to production and consumption.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with information sheets, reading assignments, and study guides.

   C. Prepare audio-visual materials.

   D. Collect resource materials and determine resource persons.

   E. Provide vocabulary list.

   F. Prepare tests and answer sheets.

II. The Student:

   A. Review unit objectives.

   B. Complete reading assignments and give oral report.

   C. Discuss the advantages and disadvantages of competition.

   D. View visuals that are presented by the instructor.

   E. Demonstrate the ability to accomplish the procedures outlined in the information sheets.

   F. Take test.

INSTRUCTIONAL MATERIALS

I. References:

   A. Klaurens, Mary K.: The Economics of Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Ely, Vivien King: Organization for Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

C. Mason, Ralph E. and Patricia Mink Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

D. Wingate, John W. and Harland E. Samson: Retail Merchandising, Cincinnati, South-Western Publishing Company, 1968.

ECONOMICS OF MARKETING

Cooperative Distributive Education I or Cooperative Distributive Education II	Suggested Time 10-15 hours

INTRODUCTION

The learning opportunities provided in this unit will enable students to understand the fundamentals of economics of marketing. Included in it will be a study of the channels of distribution, the functions of marketing, business financing, and types of business organizations. The student will investigate the forms of business and assess the advantages of each in terms of ease of entry, legal considerations, and financial obligations.

GOAL

At the completion of this unit, the student will have an understanding of those business activities that direct the flow of goods and services from the producer to the consumer. He will know the role marketing plays in our economic system and be able to make a comparison of the major economic systems.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Describe the various goals of an economic system.

2. Compare our economic system with other major economic systems.

3. Identify the worker's role as a citizen in a free economy including his privileges, restrictions, and responsibilities.

4. Compare the roles of marketing and distribution in the various economic systems.

5. Describe the relationship of distribution to production and consumption.

6. List two ways in which employees of a given firm can increase the firm's profits.

7. List the advantages of each type of business organization including franchises.

8. Identify the different types of retail stores and service businesses according to their different forms of organization.

9. Diagram the different channels of distribution.

10. List the elements or functions of marketing.

11. Discuss the advantages of the different sources of capital used in the formation and operation of a business.

12. List the purposes of financial records and relate these to the success of a business.

13. Read and analyze a profit and loss statement.

14. Distinguish between industrial and consumer goods.

15. Given a product that is sold in the consumer market and also in the industrial market, explain how the marketing process differs for each.

16. Describe market segmentation as it relates to the consumer's age, sex, education, ethnic background, and income.

17. Define the terms incidental to the study of this unit.

18. Tell how consumers participate in making decisions about what is produced and how it is produced.

19. Be able to use the information presented in this study in preparing a short speech as outlined in the DECA Handbook.

20. Given his career goal, describe possible future changes in retailing and relate the effects these changes will have on career opportunities and training needs.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with information sheets and study guides.

   C. Prepare audio-visual materials.

   D. Collect resource materials and determine resource persons.

E. Assign readings in texts.

F. Evaluate student achievement.

II. The Student:

A. Review unit objectives.

B. Study information sheets.

C. Read assigned texts.

D. Participate in class sessions with instructor and resource person.

E. Read and analyze sample profit and loss statements.

F. Relate how this unit is relevant to his career goal.

G. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Information sheets.

B. Transparencies.

C. References and texts.

D. Sample profit and loss statements.

E. Test.

F. Answers to test.

II. References:

A. Ely, Vivien King: Organization for Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

B. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

C. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

D. DECA Handbook. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

E. Klaurens, Mary K.: The Economics of Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

BUYING

Cooperative Distributive Education I or
Cooperative Distributive Education II

Suggested Time
5-10 hours

INTRODUCTION

The success of any retail business is determined in large part by how well the buying functions are carried out. This unit emphasizes those factors that must be considered in dealing with customers needs, wants, and preferences.

GOAL

At the completion of this unit, the student will be familiar with careers related to the buying function. He will be able to determine customer demand and set up a buying plan.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. List duties and qualifications of buyers.
2. List career possibilities in the buying field.
3. List four ways buyers can get information about customers.
4. Identify six methods of contacting sources of supply.
5. Identify the procedures used in determining a buying or merchandise plan.
6. Prepare a buying plan for one type of merchandise.
7. List information commonly contained on a purchase order and fill out a SAMPLE purchase order.
8. Identify the merchandising techniques needed for fashion goods.
9. Distinguish between a physical inventory and a perpetual inventory.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students information sheets.

  C. Prepare audio-visual materials.

  D. Collect resource materials and determine resource persons.

  E. Provide vocabulary list.

  F. Prepare test and answer sheets.

II. The Student:

  A. Review unit objectives.

  B. Complete reading assignments.

  C. Complete buying plan.

  D. View and discuss audio-visuals.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Objective sheets.

  B. Information sheets.

  C. Assignments sheets.

  D. Work sheet calculating various types of discounts.

  E. Sample inventory sheet.

  F. Vocabulary sheet.

  G. Test.

  H. Answer sheet.

II. References:

A. Wingate, John W. and Harland E. Samson: *Retail Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

B. Door, Eugene L., G. Henry Richert, Warren G. Meyer, and Peter G. Haines: *Buying and Pricing*. New York, Gregg Division McGraw-Hill Book Company, 1971.

C. Mason, Ralph E. and Patricia Mink Rath: *Marketing and Distribution*: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

D. Richert, Henry G., Warren G. Meyer, and Peter G. Haines: *Retailing Principles and Practices*: 6th Edition. Cincinnati, South-Western Publishing Company, 1974.

PRICING

Cooperative
Distributive Education I or II

Suggested Time
5-8 hours

INTRODUCTION

This unit emphasizes those factors that must be considered before deciding on a retail price. The final price must include expenses, risk of loss, and a margin of profit.

GOAL

At the completion of this unit, the student should be able to predict the factors to include in a retail price. He will be able to compute the amount of markup necessary for each price of merchandise.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Given a product or service, identify the overhead expenses that must be considered in determine the retail price.
2. Discuss the following factors affecting prices:
    a. Cost of goods.
    b. Desirability of the merchandise.
    c. Possible markdowns.
    d. Customary prices.
    e. Supply and demand.
    f. Competition.
3. Discuss how the following terms affect the retail price:
    a. Price lines.
    b. Psychological pricing.
    c. Fair trade laws.

   d. One-price policy.
   e. Leader.
   f. Loss leader.
   g. Markdown.
   h. Sales price.

4. Apply the following equation to calculate retail prices:
   a. Cost and markup = retail
   b. $M\% = \frac{\text{Markup}}{\text{Retail}}$
   c. $\frac{\text{Markdown}}{\text{Selling price}}$

SUGGESTED ACTIVITIES

I. The Instructor:
   A. Determine and discuss unit objectives.
   B. Provide students with reading assignments and study guides.
   C. Prepare and use audio-visual material.
   D. Prepare sample problems for pricing equations.
   E. Evaluate student performance:
      1. Student tests.
      2. Answer sheets.
   F. Prepare case studies for student to price merchandise.

II. The Student:
   A. Review unit objectives.
   B. Complete reading assignment.
   C. Complete assignment sheet on pricing equations.

D. Complete case study on pricing.

E. Take tests.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

   A. Pretest.

   B. Pricing equations.

   C. Sample Problems.

   D. Case studies.

   E. Tests.

   F. Answer sheets.

II. References:

   A. Dorr, Eugene L., G. Henry Richert, Warren G. Meyer, and Peter G. Haines: Buying and Pricing. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Koeninger, Jimmy C.: The Consumer's Purchasing Agent: The Retail Buyer. An instructional manual from the University of Ohio, Distributive Education Laboratory, Columbus, Ohio 43210.

   C. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

ADVERTISING

Preparatory Distributive Education I or
Cooperative Distributive Education I

Suggested Time
10-15 hours

INTRODUCTION

The success of any business enterprise depends upon sales. This unit emphasizes the importance of the role advertising plays in maintaining and increasing sales in a business enterprise.

GOAL

At the completion of this unit the student will be aware of the career possibilities in the field of advertising. He will have an understanding of the importance of the function of advertising in the American economy. He will be familiar with the various methods, techniques, and concepts of advertising.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Trace the advertising activities involved in the marketing of a specific item.
2. List the major elements of an advertisement.
3. List career possibilities in the advertising field.
4. Prepare the advertising layout for a product.
5. Discuss the characteristics of an effective advertisement.
6. List and compare the advantages and disadvantages of each advertising media.
7. Write basic advertising copy for a given piece of merchandise.
8. Plan an advertising campaign for a specific product.
9. Plan and prepare a sales presentation for a hypothetical firm that is a prospective advertiser.
10. Apply a specific method of measuring the effectiveness of an advertisement.

11. Demonstrate the ability to plan and prepare an advertisement as outlined in the DECA Handbook.

12. Describe the effects of advertising on the economy.

13. List the factors a retailer must consider when deciding what, how much, and when to advertise.

SUGGESTED ACTIVITIES

I. The Instructor:

A. Determine and discuss unit objectives.

B. Provide students with advertising layouts and study guides.

C. Prepare audio-visual materials.

D. Collect resource materials and determine resource persons.

E. Assign readings in texts and manuals.

F. Evaluate student achievement.

II. The Student:

A. Review unit objectives.

B. Study and critique advertising layouts.

C. Read assigned texts and manuals.

D. Participate in class discussions.

E. Relate how this unit is relevant to his career goal.

G. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Advertising layouts.

B. Transparencies and filmstrips.

C. References and texts.

D. Audio-visual materials.

E. Tests.

F. Answers to tests.

II. References:

A. DECA Handbook. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

B. Introduction to Advertising. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory. Columbus, Ohio 43210.

C. Antrim, William H.: Advertising. New York, Gregg Division McGraw-Hill Book Company, 1971.

D. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

E. Samson, Harland E.: Advertising and Displaying Merchandising. Cincinnati, South-Western Publishing Company, 1967.

DISPLAY AND PROMOTION

Cooperative Distributive Education I or II — Suggested Time 10-15 hours

INTRODUCTION

Display and promotion is that area of visual merchandising dealing with sales strategy. This unit emphasizes those factors - display, sales promotion, publicity, and public relations which are most effective at the point of purchase.

GOAL

At the completion of this unit, the student will be aware of careers related to display and promotion. He will have a knowledge of the underlying principles and will be able to prepare displays and layout promotional campaigns.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. List and describe the principal jobs in display and promotion.
2. List the qualifications for careers in display and promotion.
3. Identify a window display by type and describe its distinguishing features.
4. Identify the steps to be followed in planning and creating a display.
5. Identify an interior display by type and describe its distinguishing features.
6. Judge an assigned display using the DECA Handbook rating sheet as a guide. Give reasons why the display rated a low, medium, or high score.
7. Identify the outstanding design components of a display and explain how the elements of color are used to create a pleasing (or displeasing) effect.
8. Select an appropriate design arrangement using an assortment of merchandise.

9. Select the most appropriate materials.

10. Plan a series of promotional activities which a manufacturer could introduce at the retail level involving a consumer product.

11. Prepare a publicity release for a store opening.

12. Plan a program to promote desirable public relations with employees, customers, and the community.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with display materials and study guides.

   C. Prepare audio-visual materials.

   D. Collect resource material and determine resource persons.

   E. Assign readings in texts and manuals.

   F. Arrange for a field trip.

   G. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Study and critique display layouts.

   C. Read assigned texts and manuals.

   D. Participate in class discussions.

   E. Relate how this unit is relevant to his career goal.

   F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Display materials.

B. Transparencies and filmstrips.

C. References and texts.

D. Audio-visual materials.

E. Tests.

F. Answers to tests.

II. References:

A. *DECA Handbook*. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

B. *You be the Judge! Display*: An instructional manual from University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

C. Samson, Harland E.: *Advertising and Displaying Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

D. Smith, Gary R.: *Display and Promotion*. New York, Gregg Division McGraw-Hill Book Company, 1971.

E. Wingate, John W. and Harland Samson: *Retail Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

CREDIT AND COLLECTIONS

Cooperative Distributive Education I and II

Suggested Time
5-10 hours

INTRODUCTION

In this unit, the student will become familiar with what has become known as the lifeblood of business. This unit provides the principles of offering credit to the American consumer. According to the National Retail Credit Association, 95 percent of our country's population uses credit in some form at some time.

GOAL

At the completion of this unit, the student will be able to determine whether credit should be offered to the consumer and which type to offer him. He will be able to screen credit applicants and develop a plan to collect past due accounts.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. Define credit.
2. Explain the following advantages of credit:
    a. Credit makes regular customers.
    b. Credit customers are less price conscious.
    c. Credit customers buy more freely.
    d. Credit builds confidence.
    e. Credit offers a preferred trade.
    f. Credit smooths out business peaks.
    g. Credit builds retail profit.
3. List and explain the following disadvantages of credit:
    a. Ties up capital.

b. Extra bookkeeping expenses.

c. Collection expenses.

d. Bad debt losses.

4. Compare the following credit plans:

   a. Open or regular.

   b. Revolving.

   c. Installment.

5. Explain the 3 C's of credit:

   a. Character.

   b. Capacity.

   c. Capital.

6. List the six questions a credit manager should ask:

   a. Who is he?

   b. Where is he?

   c. What does he do?

   d. Is he able to pay?

   e. Will he pay?

   f. Can he be made to pay?

7. Know the following five methods of collection:

   a. Statements.

   b. Telephone calls.

   c. Collection letters.

   d. Collection services.

   e. Legal action.

8. Discuss the following terms:
    a. Credit card.
    b. Credit bureau.
    c. Credit limit.
    d. Conditional sales contract.
    e. Chattel mortgage.
9. Identify several careers in the credit industry.
10. Prepare a plan to collect overdue accounts for a given business.

SUGGESTED ACTIVITIES

I. The Instructor:
    A. Determine and discuss unit objectives.
    B. Provide student with reading assignments and study guides.
    C. Prepare and use audio-visual materials.
    D. Plan for guest speaker from Credit Bureau or credit department.
    E. Evaluate student performance:
        1. Student tests.
        2. Answer sheets.

II. The Student:
    A. Review unit objectives.
    B. Complete reading assignment.
    C. Prepare plan for collecting past due accounts.
    D. Research career possibilities in credit.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

   A. Pretest.

   B. Credit application blanks.

   C. Sample credit bureau report.

   D. Sample collection reminders and letters.

   E. Tests.

   F. Answer sheets.

II. References:

   A. Buckner, Leroy M.: Customer Services. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Kohns, Donald P.: Credit and Collections. Cincinnati, Ohio, South-Western Publishing Company, 1968.

   C. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

   D. Principles of Credits and Collections. State Department of Education of Louisiana, Distributive Education Section, 1967.

MARKETING RESEARCH

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

Students in distributive education must possess marketing research competencies for career advancement in a consumer-oriented economy. This unit emphasizes these techniques involving information-gathering and decision-making necessary for success in the marketing research field.

GOAL

At the completion of this unit, the student will be aware of the competencies necessary for a career in marketing research. He will have an understanding of the importance of its function in the American business system. He will be familiar with the various methods, techniques, and concepts of marketing research.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Understand the reasons why consumers purchase a specific product.
2. State the four P's of the marketing mix.
3. List the steps of the scientific decision making process.
4. List career possibilities in the marketing research field.
5. Discuss the idea of "marketing mix."
6. List the methods used in collecting primary and secondary data as it relates to a specific marketing research problem.
7. Apply data gathered to a specific marketing research problem.
8. Conduct interviews of selected respondents and record responses with 100% accuracy.
9. Conduct preliminary research, select a statement of the problem, develop the hypothesis, and prepare a schedule for the research plan.

10. Edit, code, tabulate, analyze, interpret, and prepare an effective written marketing research report.

11. Prepare a chapter or individual marketing research project in accordance with the DECA Handbook.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with selected marketing research problems.

   C. Prepare audio-visual materials.

   D. Collect resource materials and determine resource persons.

   E. Assign readings in texts and manuals.

   F. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Study and critique selected marketing research problems.

   C. Read assigned texts and manuals.

   D. Relate how this unit is relevant to his career goal.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Marketing research materials.

   B. Transparencies and filmstrips.

   C. References and texts.

   D. Audio-visual materials.

E. Tests.

F. Answers to tests.

II. References:

A. DECA Handbook. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

B. Marketing Research. An instructional manual from University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

C. Harris, E. Edward: Marketing Research. New York, Gregg Division McGraw-Hill Book Company, 1971.

D. Mason, Ralph E. and Patricia Mink Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

CREATIVE SELLING

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

Creative selling is that discipline which separates the ordinary salesperson from the extraordinary. The learning opportunities in this unit indicate to the student this fact and that his success on his job is directly related to his ability to be creative.

GOAL

At the completion of this unit, the student will be aware of the importance of the tasks that are to be performed, the conditions under which these specific tasks are to be performed, and the standards of minimum acceptable proficiency associated with those tasks in creative selling. He will also be aware of the many career opportunities available in the field of creative selling and the benefits that can accrue.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student will be able to:

1. Identify the specific marketing mix and select and justify a channel of distribution.
2. Develop a selling strategy which includes the channels of distribution and the types of salesmen needed to sell a product in a given market.
3. Welcome the customer, determine the need, present suitable merchandise, overcome any sales resistance, and close the sale.
4. Increase the size of the sale by using an appropriate form of suggestion selling.
5. Plan an effective approach, present and demonstrate the right product and close the sale to an industrial buyer.
6. Identify the chief buying motives of an industrial buyer, and relate these motives to a product that will satisfy his needs.

7. Determine a basis for understanding the telephone customer's point of view, and settle any complaints to the satisfaction of the business and the customer.

8. List the product features and potential customer benefits for a specific product.

9. Qualify each prospective customer in terms of want or need for a particular product, ability to pay, authority to buy and accessibility to sell.

10. Prepare an effective itinerary for a given territory and prospective customer list.

11. Establish and maintain an effective set of customer files.

12. Prepare a meaningful sales performance analysis.

13. Develop an appropriate compensation plan for a sales force handling a specific product.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Prepare audio-visual materials.

   C. Collect resource materials and determine resource persons.

   D. Assign readings in texts and manuals.

   E. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Read assigned texts and manuals.

   C. Research careers in creative selling.

   D. Prepare a sales presentation as outlined in the latest DECA Handbook.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Audio-visual materials.

   B. Texts and manuals.

   C. Tests.

   D. Answers to tests.

II. References:

   A. Ernest, John W.: Creative Selling. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Modern Sales Techniques. An instructional manual from the University of Ohio, Columbus, Ohio, 1968.

   C. DECA Handbook. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

   D. Mullikin: Selling Fashion Apparel. Cincinnati, South-Western Publishing Company, 1971.

ESTABLISHING A BUSINESS

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

This unit is primarily designed to assist the senior marketing student with the knowledge necessary to becoming an entrepreneur. Emphasis will be placed on establishing a store image and selecting a suitable location. Included in this unit will be a study of the legal aspects of beginning a business.

GOAL

After the completion of this unit, each student will have an understanding of the procedure that is necessary to follow when beginning a new business. He will know how to choose a suitable location, plan the type of building and equipment to depict his chosen store image.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. Given a set of criteria, evaluate a store location, and list the steps in making a traffic count.
2. Write the factors that would contribute to the success or failure of a small business.
3. List advantages and disadvantages of:
    a. Buying a business.
    b. Starting a business.
    c. Buying a franchise.
4. List the purpose and value of financial records.
5. List basic retail policies and the effects they would have on the business image.
6. List factors to consider when choosing a business location.

7. Define the terms necessary to the understanding of this unit.

8. List factors that are important when selecting a building.

9. Identify:
   a. Factors that affect store layout.
   b. Equipment needed for different types of stores.
   c. Ways buildings, equipment and layout affect the image of a business.

10. Evaluate a store layout and make recommendations if they are needed.

11. Draw a floor plan of a store and label each department by merchandise line.

12. Contrast the effect of different locations on a store's image:
   a. Highway.
   b. Shopping center.
   c. Downtown (central)
   d. Secondary shopping district.
   e. Neighborhood.
   f. String street.

13. List the procedures and requirements for establishing a business including a license-capital-products/services to offer.

SUGGESTED ACTIVITIES

I. The Instructor:
   A. Determine and discuss unit objectives.
   B. Provide students with information sheets and vocabulary list.
   C. Prepare audio-visuals.
   D. Collect resource materials and determine resource person.

E. Assign readings in texts.

F. Prepare evaluations suitable to this unit.

II. The Student:

A. Review unit objectives.

B. Study information sheets.

C. Complete written assignments.

D. Complete reading assignments.

E. Relate this unit to his career goal.

F. Make oral reports on surveys.

G. Make satisfactory score on test appropriate to this unit.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Unit objective sheet.

B. Information sheets.

C. Assignment sheets.

D. List of resource people.

E. Outside reading assignment sheet.

F. Tests.

G. Answer sheets.

II. References:

A. Ely, Vivien King: Organization for Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

B. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

C. Wingate, John W. and Harland E. Samson: *Retail Merchandising*. Cincinnati, South-Western Publishing Company, 1968.

D. *Small Business Administration*. Publications.

CUSTOMER SERVICES

Cooperative Distributive Education II

Suggested Time
5-10 hours

INTRODUCTION

In the field of retailing, customer services are no longer confined to such minor efforts as offering free parking, gift wrapping, and delivery. The revenue earned from all types of services is beginning to rival the revenue earned from the sale of merchandise. This unit emphasizes those customer services chiefly identified with retailing business.

GOAL

At the completion of this unit, the student will be aware of customer services as they relate to retailing. He will have a knowledge of job activities and career possibilities in this particular area of retailing.

PERFORMANCE OBJECTIVES

After the completion of this unit, each student will be able to:

1. List the customer services used to support the sale of a product and those that are profit centers.
2. Identify a useful role for customer services for a given business.
3. List the methods used to provide consumer credit offered by a retail store.
4. List the sources of credit information and identify those used in investigating applicants for mercantile credit.
5. List the customer-service jobs that are associated with the credit field.
6. Devise and implement a collection procedure to gain payment from a delinquent customer.
7. Identify the merchandising-handling services that a firm might provide to gain customer good will.

8. Distinguish between those accomodation services offered to the consumer and those offered to the industrial user.

9. Identify the accomodation services that a retailer, a wholesaler, and a manufacturer might provide to gain increased customer patronage.

10. Distinguish between informational and advisory services offered to the consumer and those offered to business firms.

11. Identify the informational and advisory services that a retailer, a wholesaler, and a manufacturer might extend to customers.

12. Distinguish between those customer shopping conveniences offered by a large retailer and those offered by a small retailer.

13. Identify the customer shopping conveniences that a supermarket and a department store might offer to customers.

14. Distinguish between those items of equipment that would be rented to business firms and those that would be rented to consumers.

15. Distinguish between those customer services retailed to consumers and those retailed to business customers.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with reading assignments and study guides.

   C. Prepare and use audio-visual materials.

   D. Collect resource material and determine resource person.

   E. Arrange for a field trip.

   F. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Read assigned texts and manuals.

C. Participate in class discussions.

D. Relate how this unit is relevant to his career goal.

E. Take tests.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Pretest.

   B. References and texts.

   C. Transparencies and audio-visual materials.

   D. Study guides.

   E. Tests.

   F. Answers to tests.

II. References:

   A. Buckner, Leroy M.: Customer Services. New York, Gregg Division McGraw-Hill Book Company, 1971.

   B. Mason, Ralph E., and Patricia Rath: Marketing and Distribution: 1st Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

   C. Reich, et al: Basic Retailing in Distribution. Pitman Publishing Corporation, 1970.

PERSONNEL MANAGEMENT

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

People, or workers are the most important part of any business operation. Good personnel management will keep workers happy, satisfied, and productive.

GOAL

This unit introduces the student to personnel management. At the completion of this unit, the student will know the basic principles for good personnel management. Emphasis is placed on the function of management, proper communication techniques, and how to achieve good employee relations.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student will be able to:

1. Define leadership and supervision.
2. List and explain the following types of leaders:
   a. Autocratic type.
   b. Laissez-faire type.
   c. Democratic.
3. Discuss the following statements concerning effective leadership a good leader:
   a. Maintains respect.
   b. Works effectively with people.
   c. Is responsive to the needs and desires of others.
   d. Is knowledgeable.
   e. Possesses superior motivation.

f. Is inspired and enthusiastic.

g. Taps and uses every resource.

4. List and explain the following functions of management:

   a. Planning.

   b. Organizing.

   c. Directing.

   d. Coordinating.

   e. Controlling.

5. Identify the steps in the decision making process:

   a. Determine the objective.

   b. Make an analysis of the situation in the light of objectives.

   c. Consider possible alternatives.

   d. Consider these alternatives in light of the situation and weigh them against the probable consequences.

   e. Decide.

   f. Determine what should be done to put the plan into action and issue the necessary orders and instructions to see that it is carried out.

6. List the following factors to consider in listening properly:

   a. Listen with full attention to understand accurately what is heard.

   b. Learn to listen for meaning, not alone for words.

   c. Remember that day-dreaming may cost time and money.

   d. Keep an open mind.

   e. Consider that no matter what the speaker says, some part of it may hold meaning and benefits for you.

7. Demonstrate the rules for effective speech.

8. Given a sample situation, demonstrate the tips to good writing:

   a. Keep sentences short.

   b. Prefer the simple word or sentence to the complex.

   c. Avoid unnecessary words.

   d. Put action into the verbs.

   e. Use terms the reader can picture.

   f. Write the way you talk.

   g. Write to express, not to impress.

9. Discuss the foundation for good employee relations:

   a. People work best when they feel that their supervisor is interested in them.

   b. People like to know where they stand in the organization.

   c. People like to feel they are using whatever ability they have.

   d. People like to get credit when they deserve it.

   e. People like to be told in the right way, when they are doing something wrong, but they also like to be told the correct way to improve.

   f. People don't like sudden changes, they are more apt to accept them if they are prepared ahead of time for them.

   g. People like to receive simple, clear, understandable instructions so that they know what is expected and how the supervisor wants it done.

   h. People like to work for a supervisor they can respect and in whom they can have confidence.

   i. Most people will produce more when there is some incentive present.

j. Everyone likes to feel that if he does a good job his future is secure with the company.

k. No one likes to lose "face" among his fellow workers.

10. Given a list of jobs, select those that require management ability.

SUGGESTED ACTIVITIES

I. The Instructor:

A. Determine and discuss unit objectives.

B. Provide student with reading assignments and study guides.

C. Prepare and use audio-visual materials.

D. Prepare case studies.

E. Plan for guest speaker.

F. Evaluate student performance.

II. The Student:

A. Review unit objectives.

B. Complete reading assignment.

C. Research career possibilities in management.

D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit are:

A. Pretest.

B. Case studies.

C. Information sheets.

D. Transparencies.

E. Tests.

F. Answer sheet.

II. References:

A. Thomas, Robert: Management Training. Instructional manual available from the University of Ohio.

B. Principles of Management. Instructional manual available from the University of Texas.

C. Shilt, Bernard A. and W. Harmon Wilson: Business Principles and Management: 6th Edition. Cincinnati, Ohio, South-Western Publishing Company, 1973.

D. Hiserodt, Donald O.: Psychology in Human Relations in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1969.

PRODUCT PLANNING

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

The manufacturer can only continue in business as long as his products are purchased. This unit emphasizes the importance of matching products with a very selective changing customer.

GOAL

At the completion of this unit, the student will know how a product is developed and the steps it goes through during its life cycle. He will understand the function of proper packaging and pricing strategies.

PERFORMANCE OBJECTIVES

After the completion of this unit, each student will be able to:

1. Define product planning.
2. Discuss how the following factors influence product planning:
    a. Fashion.
    b. Competition.
    c. Technological improvements.
    d. Consumer demand.
    e. Production costs.
3. Identify the following jobs in product planning:
    a. Marketing manager.
    b. Product manager.
    c. Marketing research manager.

   d. Advertising manager.

   e. Industrial salesman.

4. Chart the following steps in the productive life cycle of a product:

   a. Birth.

   b. Growth.

   c. Maturity.

   d. Decline.

5. Explain the following steps in product planning:

   a. Study of the present market position of the company's products.

   b. Development of new products.

   c. Improvement of existing products.

   d. Pricing.

   e. Elimination of unprofitable products from the product mix.

6. Given a product, identify, and describe the stages through which the product must pass before it can be introduced safely to the market.

7. Explain the following terms as they relate to product planning:

   a. Brand.

   b. Fashion.

   c. Diversification.

   d. Survey.

8. Given a product and knowledge of its probable market, design an appropriate brand.

9. Explain the following functions of packaging:

   a. To provide a container for the product.

   b. To protect contents.

   c. To identify the product.

   d. To merchandise the product.

   e. To facilitate the use of the product.

10. Identify and describe certain abuses that have occurred when a few marketers attempted to escape their responsibility to the consumer.

11. Given certain products and marketing practices, itemize and document the requirements of the consumer laws affecting these products and practices.

12. Given a variety of pricing strategies and a series of diverse products, identify the possible effects of each pricing strategy on the success and profitability of the product.

13. Given a product, identify the factors considered by the manufacturer in determining the price of a product.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Prepare audio-visual materials.

   C. Collect resource materials and determine resource persons.

   D. Assign readings.

   E. Prepare assignment sheets.

   F. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Read assigned manual and resources.

C. Research careers in product planning.

D. Complete assignments.

E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Audio-visual materials.

   B. References and texts.

   C. Tests.

   D. Answers to tests.

II. References:

   A. Mason, Ralph E. and Patricia Mink Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

   B. Nye, Bernard C.: Product Planning. New York, Gregg Division McGraw-Hill Book Company, 1970.

DATA PROCESSING

Cooperative Distributive Education II

Suggested Time
5-10 hours

INTRODUCTION

Modern retailing demands that enormous amounts of records be kept accurately and efficiently. A data processing system is the most recent solution to this marketing problem. Students going into marketing must be aware of data processing and its importance to a profitably operated business.

GOAL

At the completion of this unit, each marketing student will know why many retailers have turned to electronic data processing systems. He will be aware of career opportunities connected with it and obtain a basic knowledge of how data is processed.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. List the functions of data processing.
2. Discuss the importance of data processing to business.
3. List the operations of electronic data processing (EDP).
4. List the kinds of retail data that are usually computerized.
5. Relate the interests and abilities he possesses to a career in data processing.
6. Define each of the following EDP terms:
    a. Data processing.
    b. Electronic data processing.
    c. Automatic data processing.
    d. Punch card.
    e. Key punch machine.

    f. Verifier.

    g. Sorter.

    h. Optical reader.

    i. Binary system.

    j. Duplicator.

    k. Audio-response device.

    l. Display terminal.

7. Discuss the four basic types of data processing systems.

8. Discuss several ways retailers use data processing.

SUGGESTED ACTIVITIES

I. The Instructor:

    A. Determine and discuss unit objectives.

    B. Provide students with study guides.

    C. Assign reading materials.

    D. Collect resource materials.

    E. Prepare audio-visual materials.

    F. Determine and prepare for possible field trips.

    G. Determine and invite speaker to talk on careers in data processing.

    H. Evaluate student achievement.

II. The Student:

    A. Review unit objectives.

    B. Complete assignments.

    C. Relate field trip and resource persons talk to career objective and on-the-job training.

D. View and discuss audio-visuals and field trip.

E. Make satisfactory score on unit test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Study guides.

  B. Information sheets.

  C. Audio-visuals.

  D. References.

  E. List of resource people and field trips.

  F. Vocabulary list.

  G. Appropriate test and answer sheet.

II. References:

  A. Mason, Ralph E. and Patricia Mink Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

  B. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

  C. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

  D. Wood, Merle W.: Data Processing in Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

WHOLESALING

Cooperative Distributive Education II

Suggested Time
10-15 hours

INTRODUCTION

The wholesaler plays a key role in the channels of distribution among producers, retailers, and consumers. This is attested to by the fact that wholesaling has an annual sales volume in excess of 500 billion dollars. This unit emphasizes competencies needed for career advancement in the wholesaling field.

GOAL

At the completion of this unit, the student will be aware of the competencies necessary for career entry and advancement in the wholesaling field. He will have an understanding of the importance of its function in the American economy. He will be familiar with the various methods, techniques and concepts of wholesaling.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Identify those marketing functions that are most suitably performed by the wholesaler.

2. Compare the industrial and consumer markets served by the wholesaler.

3. Identify the factors a manufacturer must consider in determining the channel of distribution best suited to marketing his product.

4. Identify the factors which affect the length and width of the channel of distribution best suited to marketing a manufacturer's product.

5. Determine how wholesalers add value to the goods they handle, thus bringing benefits to the consumer.

6. Identify those marketing jobs associated with wholesaling.

7. Distinguish between those job activities associated with buying, sales and promotion, office and customer service, and merchandise handling as they relate to wholesaling.

8. Select several customer services that are often very effective but are not expensive for the wholesaler to provide.

9. Identify the sources of data that a wholesale firm may use in product planning and specify the method used to evaluate each source.

10. Identify the steps a wholesaler might take to develop a potential private-label product and market it.

11. Identify the methods a large wholesaler might use to check and record an incoming shipment and the types of materials-handling equipment used to store goods and pick orders.

12. State and explain the inventory methods selected wholesalers might use.

13. Identify the promotion strategy a grocery wholesaler might employ.

14. Identify the elements of promotion strategy a wholesaler in some other product line might use.

15. Identify the type or types of wholesaling specialists best suited to operate in each marketing transaction environment.

16. Identify the industry trends that will affect future career conditions in a selected wholesale firm.

SUGGESTED ACTIVITIES

I. The Instructor:

A. Determine and discuss unit objectives.

B. Provide students with information sheets, study guides, and job analysis sheets.

C. Prepare audio-visual materials.

D. Collect resource materials.

E. Determine resource persons.

F. Plan field trips.

G. Assign readings on careers in wholesaling.

H. Lead class discussions on job opportunities in wholesaling.

I. Evaluate student achievement:

a. Test.

b. Manuals.

II. The Student:

A. Review unit objectives.

B. Complete reading assignments.

C. Study information sheets and study guide.

D. Indicate step-by-step plans for becoming proficient in a wholesaling career. Include plans for improvement in school and at the training station.

E. Review career pamphlets and make oral presentation to class.

F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Information sheets.

B. Study guides.

C. Job analysis sheets.

D. Audio-visual materials.

E. Texts and manuals.

F. Occupational handbooks.

G. Vocabulary list.

II. References:

A. Ertel, Kenneth A.: Wholesaling. New York, Gregg Division McGraw-Hill Book Company, 1970.

B. Beaumont and Logan: Your Job in Distribution. New York, Gregg Division McGraw-Hill Book Company, 1st Edition.

C. Mason, Ralph E. and Patricia Rath: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

FASHION MERCHANDISING

Cooperative Distributive Education II

Suggested Time
5-10 hours

INTRODUCTION

Training in this area will enable the student to develop an understanding which will enhance his pleasures of life and provide solid background knowledge and skills for such career opportunities as fashion marketing, advertising, the display arts, or interior decoration.

GOAL

At the completion of this unit, the student will be aware of the place of fashion in many things - clothing, home furnishings, automobiles, cosmetics, opportunities in the field of fashion merchandising and mobiles, cosmetics, and opportunities.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student will be able to:

1. List the major fashion centers and their individual contributions to the fashion industry.
2. Describe the effects that fashion has on our American way of life.
3. Describe recent changes of attitude toward fashion by both men and women.
4. Outline the stages of the fashion cycle.
5. Describe the changes that have taken place in the retailing of fashion apparel.
6. List several special buying considerations a fashion buyer would have that a buyer of staple goods would not.
7. Identify the major design periods in history of clothing.
8. Define special fashion terms used in the study of this unit.

9. Identify various sources of fashion ideas.

10. List the factors that affect the development of a fashion.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide student with reading assignments and study guides.

   C. Prepare and use audio-visual materials.

   D. Prepare case studies.

   E. Plan for guest speaker.

   F. Evaluate student performance.

II. The Student:

   A. Review unit objectives.

   B. Complete reading assignments and case studies.

   C. Research career possibilities in fashion merchandising.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Pretest.

   B. Case studies.

   C. Information sheets.

   D. Texts and Manuals.

   E. Audio-visual materials and transparencies.

   F. Tests.

   G. Answer sheets.

II. References:

A. Everhardt, Richard: Men's Furnishings. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

B. Lester, Katherine Morris and Rose N. Kerr: Historic Costume. Peoria, Illinois, Charles A. Bennett Company.

C. McDermott, Irene E. and Jeannie L. Norris: Opportunities in Clothing: Revised. Peoria, Illinois, Charles A. Bennett Company.

D. Richert, G. Henry, Meyer, and Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

E. Toth, Elizabeth Ann: Mystery of Selling to Women. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

F. Merchandising. Instructional manual available from the University of Texas.

G. Mullikin: Selling Fashion Apparel. Cincinnati, South-Western Publishing Company, 1971.

RECEIVING, CHECKING, AND MARKING GOODS

Preparatory Distributive Education I or II | Suggested Time 5-10 hours

INTRODUCTION

In this unit, the student will develop job skills and knowledge important to virtually any marketing worker. The student needs a knowledge of physical distribution to further his career in sales, stockkeeping, inventory work, advertising, buying or management.

GOAL

At the completion of this unit, each student will have gained an understanding of the importance of using correct procedures in receiving, marking, and checking in merchandise. He will know the danger of faulty controls and will be able to avoid losses that are common to the job of handling merchandise. The student will be aware of the duties associated with receiving merchandise and the career possibilities available.

PERFORMANCE OBJECTIVES

At the completion of this unit each student will be able to:

1. Compare the different types and methods of transportation used in shipping merchandise from vendor to the business establishment.

2. Compare and use various marking procedures.

3. Identify invoice terms correctly so that invoices will be paid at the proper time with the maximum allowable discount taken.

4. Identify and perform the following receiving and marking functions:

    a. Receive goods delivered to the store.

    b. Check packages for quality and quantity.

    c. Route shipment from vendor.

    d. Arrange returns to vendor, file claims.

    e. Mark merchandise with price and stock control information.

    f. Keep accurate records of each shipment.

    g. Follow safety measures at all times to prevent injuries.

    h. Correctly use tools necessary to performing duties.

5. Identify information placed on a sales and price ticket.

6. Describe three systems used in checking goods.

SUGGESTED ACTIVITIES

I. The Instructor:

    A. Determine and discuss unit objectives.

    B. Provide students with information sheets and study guides.

    C. Prepare audio-visual materials.

    D. Collect resource materials and determine resource persons.

    E. Assign reading assignments in texts and manuals.

    F. Arrange for a field trip.

    G. Review concepts related to this unit.

    H. Evaluate student achievement.

II. The Student:

    A. Review unit objectives.

    B. Study information sheets.

    C. Complete reading assignments.

    D. Collect sample business forms used in physical distribution.

    E. Participate in class discussions with instructor and resource persons.

    F. Demonstrate methods in using tools and equipment necessary to this unit.

    G. Relate how this study is relevant to his career goal and/or on-the-job training.

H. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Information sheets and study guides.

  B. Transparencies.

  C. References and texts.

  D. Sample business forms.

  E. Tests.

  F. Answer sheets.

II. References:

  A. Moffett, Carol Willis: Getting Merchandise Ready for Sale. Job skill manual. New York, Gregg Division McGraw-Hill Book Company, 1969.

  B. Mason, Ralph E. and Patricia Roth: Marketing and Distribution: 2nd Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

  C. Palcho, Fred K.: Receiving Controls. Course outline. University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio.

  D. Richert, Henry G., Warren G. Meyer and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

  E. Walsh, Lawrence A.: Physical Distribution. Instructional manual. New York, Gregg Division McGraw-Hill Book Company, 1969.

  F. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

  G. Transportation, A Vital Link in Distribution. Course outline. University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio.

STOCK CONTROL

Cooperative Distributive Education I or II

Suggested Time
5 hours

INTRODUCTION

The stock represents a large portion of the money a businessman has invested in his business. It is important to keep accurate records of all merchandise received and issued. From these records, it is easy to see which items are selling and which are not. Marketing students must understand the importance of stock control and be able to participate in taking inventory and other related duties.

GOAL

After the completion of this unit, each marketing student will affirm the importance of accurate inventory control. He will be able to demonstrate his ability to perform proper inventory techniques that are in common use in retailing today.

PERFORMANCE OBJECTIVES

After the completion of this unit, each student will be able to:

1. Identify the two types of stock control systems, and distinguish between the advantages and disadvantages of each.
2. Differentiate between the characteristics of a physical inventory and those of a perpetual inventory.
3. Compare the purposes, characteristics and importance of merchandise control records.
4. Demonstrate techniques commonly used in effective merchandise control.
5. Define factors influencing stock turnover.
6. Identify the information that can be obtained from the stock control records.
7. List ways a retailer can increase stock turnover.
8. Calculate planned purchases using a dollar control system.

9. Identify procedures for taking physical inventory.

10. Compare and evaluate records and methods of stock control and inventory in this study to those encountered on the job.

11. Define terms used in this study.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with reading assignments and study guides.

   C. Prepare and use audio-visual materials.

   D. Prepare and distribute as needed:

      1. Case problems.

      2. Print punch tags.

      3. Other forms relevant to stock control.

   E. Determine resource people.

   F. Prepare test and answer sheet.

II. The Student:

   A. Review unit objectives.

   B. Complete assignments.

   C. Analyze case problems.

   D. Relate material covered in this unit to career choice.

   E. Make satisfactory score on test relevant to unit.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Unit objective sheet.

B. Study guides.

C. Information sheets.

D. Case problems, print punch tags and other stock control forms.

E. Test and answer sheet.

II. References:

A. Bodle, Yvonne G. and Joseph A. Corey: Retail Selling. New York, Gregg Division McGraw-Hill Book Company, 1972.

B. Dorr, Eugene, et. al.: Buying and Pricing. New York, Gregg Division McGraw-Hill Book Company, 1971.

C. Richert, G. Henry, Warren G. Meyer, and Peter G. Haines: Retailing Principles and Practices: 6th Edition. New York, Gregg Division McGraw-Hill Book Company, 1974.

D. Wingate, John W. and Harland E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

LAW OF CONTRACTS

Cooperative Distributive Education I or II

Suggested Time
5 hours

INTRODUCTION

Standards governing selling conduct are set both by laws and regulations of public authorities and by codes of ethics developed by business itself. To do his job well, the marketing student must have a working knowledge of business law. Of particular importance to him are the laws of contracts and sales. This unit will be devoted to this topic and its relationship to the marketing student's career objective.

GOAL

At the completion of this unit, each student will understand the laws of contracts and sales and be aware of the importance of using ethical conduct in business. He will know why the statue of frauds was enacted.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. List the 5 essentials of an enforceable contract.

2. Define a contract and give an example.

3. Define legal terms applicable to contracts.

4. Distinguish between legal and illegal contracts and be able to list examples of each.

5. List the types of agreements that must be evidenced in writing.

6. Cite several ways a contract may be discharged.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Prepare information sheets.

C. Prepare and use transparencies.

D. Plan for resource person.

E. Prepare case studies.

F. Assign readings from text.

G. Evaluate student achievement.

II. The Student:

A. Review unit objectives.

B. Study information sheets.

C. Complete reading assignments.

D. Complete case studies.

E. Participate in resource persons question and answer period.

F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Pretest.

B. Information sheets.

C. Case studies and solutions.

D. Transparencies - (University of Ohio).

E. Tests.

F. Answer sheets.

II. References:

A. Wingate, John W. and Harold E. Samson: Retail Merchandising. Cincinnati, South-Western Publishing Company, 1968.

B. Wingate, John W. and Carroll A. Nolan: Fundamentals of Selling: 9th Edition. Cincinnati, South-Western Publishing Company, 1969.

C. Law of Contracts. Course outline. University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio, 1974.

FRANCHISING

Cooperative Distributive Education II

Suggested Time
3-5 hours

INTRODUCTION

During the past few decades, franchising has rapidly grown, and today, franchise operations have become an extremely important part of our business community. This unit emphasizes the importance of the role franchising plays in the American economy.

GOAL

At the completion of this unit, the student will be aware of the career possibilities in the field of franchising. He will have an understanding of the function of franchising and will be familiar with the various methods, techniques, and concepts of franchising.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student will be able to:

1. Define franchising as it relates to:
    - a. Products.
    - b. Entire business enterprises.
    - c. Franchise operation.
2. List the advantages of franchising:
    - a. To the franchisor.
    - b. To the franchisee.
3. List the disadvantages of franchising:
    - a. To the franchisor.
    - b. To the franchisee.
4. Identify sources of franchise opportunities.

5. Determine the franchisee's need for legal counseling.

6. Identify sources of financial assistance available to a prospective franchisee.

7. Determine sources of management and technical aids available to a franchisee.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with information sheets and study guides.

   C. Prepare audio-visual materials and transparencies.

   D. Collect resource materials and determine resource persons.

   E. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Read assigned texts and manuals.

   C. Take field trip or use a resource person.

   D. Participate in class discussion.

   E. Relate how this unit is relevant to his career goal.

   F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Transparencies and filmstrips.

   B. References and texts.

   C. Audio-visual materials.

D. Tests.

E. Answers to tests.

II. References:

A. Ely, Vivian King: Organization for Marketing. New York, Gregg Division McGraw-Hill Book Company, 1971.

B. Franchising. Small business administration instructor's manual, Topic Eighteen, U. S. Government Printing Office, Washington, D. C.

C. Franchising. Instructional manual available from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

INVENTORY SHRINKAGE AND STORE SECURITY

Preparatory Distributive Education I or Cooperative Distributive Education I	Suggested Time 5-10 hours

INTRODUCTION

The increasing problem of inventory shrinkage is a serious threat to retailing. In retailing terms, inventory shrinkage is a decrease in the merchandise carried for resale by a store. Equally serious is the loss caused by employee theft. This unit will be concerned with the marketing student's responsibility in preventing this problem.

GOAL

At the completion of this unit, the student will be aware of the scope of the shrinkage problem and how it is drastically cutting profits. He will know some of the reasons why employees and customers steal and how management attempts to stop it. Emphasis will be placed on the importance of the role of the salesperson in reducing theft. Included is a study of fraudulent checks and check cashing procedures.

PERFORMANCE OBJECTIVES

At the completion of this unit, the student will be able to:

1. Define and explain internal shrinkage and their causes.
2. Identify the type of customers who might fall under suspicion as a potential shoplifter.
3. Use the correct procedure to follow if he sees or suspects a person of being a shoplifter.
4. Discuss the shoplifting laws.
5. Construct a campaign to stop shrinkage.
6. Cite methods used by employees who steal from the cash register.
7. Determine preventative methods that can be devised to stop inventory shrinkage.

8. Discuss the importance of employee accuracy in relation to the entire shrinkage picture.

9. Identify a fraudulent check and a properly filled out check.

10. Be able to handle courteously and properly suspicious checks and customers.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide student with reading assignments and study guides.

   C. Prepare and use audio-visual materials.

   D. Plan for guest speaker.

   E. Evaluate student achievement.

II. The Student:

   A. Review unit objectives.

   B. Complete reading assignments.

   C. Discuss methods local employers use to prevent shrinkage.

   D. Give oral reports on outside readings.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Pretest.

   B. Information sheets.

   C. Assignment sheets.

   D. Tests.

   E. Answers to tests.

II. References:

A. Everhardt, Richard: Store Security: Internal Shrinkage Control. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

B. Hawley, Dean A.: Store Security: Check Cashing Procedures and Cash Handling Control. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

C. Store Security: Reducing Shoplifting. An instructional manual from the University of Ohio, Distributive Education Materials Laboratory, Columbus, Ohio 43210.

APPENDIX A

DECA

Preparatory Distributive Education I or II
Cooperative Distributive Education I or II

Suggested Time
3-5 hours

INTRODUCTION

DECA is considered to be an integral part of Distributive Education, as equally important as the training station or the related instruction. Its Program of Youth Activity aims to motivate its members to excel in their marketing skills. This unit is concerned with DECA and its activities as they are related to the individual marketing student and his career goal.

GOAL

At the completion of this unit, each student will know the personal rewards he may obtain by being an active member of DECA. He will understand how it contributes to his learning of marketing and distribution principles and practices. The student will be motivated to become an active DECA member.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. Identify qualities needed for leadership.
2. Define and discuss the nature and purposes of DECA.
3. Identify the organizational and democratic principles used in DECA.
4. Develop competencies needed for leadership in social and civic activities as evidenced by holding an office or committee membership.
5. Develop competencies essential for poise and self-confidence in and before a group as evidenced by his performance at club meetings.
6. Participate in developing a program of activities suitable for a local DECA chapter.
7. Identify DECA activities and describe how they contribute to the learning of distribution and marketing.

8. Develop an understanding of DECA and its relationship to the total instructional program of marketing as evidenced by his total participation in DECA activities.

9. List the advantages and benefits of being an active member of DECA.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with information sheets or study guides.

   C. Discuss information sheet content.

   D. Prepare and use audio-visuals.

   E. Distribute copies of the latest DECA Handbook for student reference.

   F. Evaluate student performance.

II. The Student:

   A. Review unit objectives.

   B. Study information sheets.

   C. Study DECA Handbook.

   D. Participate in all DECA activities.

   E. Relate DECA to personal career advancement.

   F. Understand importance of material presented.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Study guides.

   B. Information sheets.

C. Audio-visuals and transparencies.

D. DECA reference library.

II. References:

A. DECA Handbook. Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia, 1972.

B. Louisiana Distributive Education Clubs of America. Distributive Education Section, State Department of Education, Baton Rouge, Louisiana, 1972.

C. Roberts Rules of Order: Newly revised.

PARLIAMENTARY PROCEDURE

This unit may be used at any level of instruction in Distributive Education.

INTRODUCTION

The purposes of parliamentary procedure are to enable an organization to transact business with speed and efficiency; to protect the rights of each individual; and to preserve a spirit of harmony. This unit of instruction will take the mystery out of conducting a meeting.

GOAL

At the completion of this unit, the students will understand the need for conducting an organizational meeting by correct parliamentary procedure. They will know that one subject at a time is considered, full and free debate is allowable; each member has equal rights; the majority rules, but the rights of the minority are respected.

PERFORMANCE OBJECTIVES

At the completion of this unit, each student will be able to:

1. List the correct order of business sequence for a DECA Chapter meeting.

2. Make a motion using correct parliamentary procedure.

3. Identify the types of motions.

4. Define a list of terms necessary to understand basic parliamentary procedure.

5. Demonstrate the ability to modify a motion using one of the several methods of amendment.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

B. Prepare a list of terms.

C. Prepare role playing situations.

D. Collect resource material.

E. Assign readings from DECA Handbook.

F. Prepare study guides.

II. The Student:

A. Review unit objectives.

B. Study list of terms.

C. Study information sheets.

D. Complete reading assignment.

E. Demonstrate the ability to make and amend motions through role playing.

F. Review and relate resource materials to his own needs.

G. Ascertain importance of using correct parliamentary procedure in DECA meetings.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Study guide.

B. Information sheets.

C. Vocabulary list.

D. Situations for role playing.

E. Copies of DECA Handbook.

II. References:

A. DECA Handbook. Distributive Education Clubs of America, 200 Park Avenue, Falls Church, Virginia, 1972.

B. Roberts Rules of Order: Newly revised. Scott, Foresman and Company, Glenview, Illinois, 1970.

C. Louisiana Distributive Education Clubs of America Coordinator's Handbook. State Department of Education, Baton Rouge, Louisiana, 1972.

PERSONAL BUDGETING

Preparatory Distributive Education I	Suggested Time
Cooperative Distributive Education I	5-10 hours

INTRODUCTION

In this unit the students will become acquainted with some of the difficulties a person will face in managing his money wisely. They will learn the advantages of planned spending and the steps in making and keeping a budget.

GOAL

At the completion of this unit, each student will understand that wise money management depends on a system of priorities, and that spending must be planned if money is to be managed wisely. He will understand that systematic saving enables individuals to achieve future goals and to build financial security. The student will be able to take his income or a planned future income and plan a realistic budget.

PERFORMANCE OBJECTIVES

At the completion of this unit each student will be able to:

1. List several valid reasons for preparing a budget.
2. List the major items that are commonly budgeted for.
3. List resources, possessions, savings, and income that he has at his disposal.
4. Define fixed expenses and list those that apply to him.
5. Describe the values of a checking account and a savings account when maintaining a budget.
6. List short-term and long-term monetary goals.
7. Prepare a budget that is suitable for his own use.
8. Define terms used in studying the personal budgeting unit.

SUGGESTED ACTIVITIES

I. The Instructor:

   A. Determine and discuss unit objectives.

   B. Provide students with assignments and study guides.

   C. Prepare and use teaching aids.

   D. Contact resource persons.

   E. Prepare test and answer sheet.

II. The Student:

   A. Review unit objectives.

   B. Complete assignments.

   C. Prepare a budget.

   D. Make satisfactory score on test.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

   A. Objective sheet.

   B. Information sheet.

   C. Assignment sheets.

   D. Test.

   E. Answers to test.

II. References:

   A. Hawver, Carl F.: Teacher's Kit: A One Week Teaching Unit on Consumer Finance. Washington, D. C., National Consumer Finance Association, 1962.

   B. Price, Ray G., Vernon A. Musselman, and J. Curtis Hall: General Business for Everyday Living. New York, Gregg Division McGraw-Hill Book Company, 1972.

C. Wilhelms, Fred T. and Ramon P. Heimerl: Consumer Economics. New York, Gregg Division McGraw-Hill Book Company, 1959.

DISTRIBUTIVE EDUCATION MANUAL PREPARATION

This unit may be used at any level of instruction in Distributive Education.

INTRODUCTION

Marketing innovations are the result of records, research, and creativity. This unit has been prepared to take some of the confusion out of doing basic research. Emphasis will be placed on writing manuals as outlined in the DECA Handbook.

GOAL

At the completion of this unit, each student will have experience in doing research, selection, and organizing information. He will be able to provide others with an organized summary of information on a given subject. It is desirable that the student prepare a manual that will benefit him in his career choice and his on-the-job training and meet the specifications as outlined in the official DECA Handbook.

PERFORMANCE OBJECTIVES

At the completion of this unit each student will be able to:

1. Locate reeded information quickly.
2. Organize information on a given subject.
3. Prepare a manual as outlined in the latest edition of the DECA Handbook.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Provide students with information sheets and sample project summary sheets.

  C. Prepare transparencies.

  D. Assign readings in DECA Handbook.

E. Evaluate the finished manuals.

II. The Student:

A. Review unit objectives.

B. Study information sheets and project summary sheets.

C. Relate material presented by transparencies to individual needs.

D. Complete reading assignments.

E. Gather materials needed for manual preparation.

F. Prepare a research manual as outlined in the DECA Handbook.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Information sheets #1 and #2.

B. Project Summary Sheet.

C. Manuscript writing guide either from a high school English Department or one used in College (Campbell's).

II. References:

A. DECA Handbook. Distributive Education Clubs of America, Inc., 200 Park Avenue, Falls Church, Virginia, 1972.

DISTRIBUTIVE EDUCATION MANUAL PREPARATION

INFORMATION SHEET #1

PLANNING THE RESEARCH MANUAL

Most students dread the thought of planning and writing a research manual. Mentally they can see themselves wading through miles of books and acres of words to find the material they will need. Usually this is because in the past they went about writing a research paper inefficiently and unwisely.

When you are assigned a research paper, you are expected to work on it over a period of time. It may take weeks or even months, to find and organize all the material you will need for an accurate, interesting report. The assignment will be made far enough in advance of the deadline to give you the necessary time. If you put it off till the last minute, your final report will reveal all too clearly that you hurried. Awkward organization and careless writing will give you away.

There is nothing mysterious about planning a long manual. Here are some definite steps to follow:

1. Decide on a topic.
2. Plan a rough outline of your research paper.
3. Round up all available resource sources.
4. Read helpful souce material and take clear and accurate notes.
5. Revise your original outline.
6. Write your first draft.
7. Revise your first draft.
8. Organize footnotes, bibliography, and other mechanical sections.
9. Prepare your final report.
10. Have someone proofread it for you.

These steps never change whatever the topic, or whoever gives the assignment, the steps are always the same. You will follow them as an adult member of various organizations.

CHOOSING YOUR TOPIC

In assigning a research report, your teacher may make some general suggestions about subjects you might choose, and leave the final choice up to you. Since you are going to live with your report for some time, you owe it to yourself to choose a topic in which you are genuinely interested. It might be a subject you already know a little about but would like to know more.

SPECIFICATIONS

Manuals will be carefully screened and those not meeting the specifications from the latest edition of the official DECA Handbook, including the following, will be eliminated before judging:

1. Manual shall be submitted on 8½ x 11 inch paper in one official DECA 3-ring notebook cover.

2. Must be the original and creative work of the individual student.

3. Must have 6 project summary sheets under the front cover. These are not to be enclosed in sheet protectors. Summary sheets are to be one page maximum in length. (See sample attached) or in Handbook.

4. Manual must be typed or written in ink.

5. Both artwork and pictures will be acceptable as illustrations.

6. Purpose of the manual must be specified in the preface. See DECA Handbook for specific information to be included on the first four or five pages.

7. No more than 100 pages, excluding the summary sheets.

8. Official contest entries must contain required signatures.

RULES FOR WRITING PAPERS

Whenever you hand in a paper or manual in either Distributive Education for a competitive activity, or college, there are certain things that influence the evaluator. The following list of suggestions will almost always insure you a good evaluation.

General Rules

Type

Use pictures (cut out, drawn, traced at least one out of every four pages).

Have a complete and neat table of contents.

Have an attention getting title for paper; make it as intriguing as possible.

Illustrate each chapter or section at the beginning.

Use graphs to illustrate points where possible (bar, line, circle graphs).

Include charts, diagrams, maps or other technical illustrations.

Organization Rules

Number pages in upper right hand corner; except first page of each chapter is centered at bottom of page.

Minor headings are flush with left margin with only first letter capitalized, all words in minor heads are underlined.

Margins:
    Left margins are 1½"
    Top, bottom and right margins are 1"
    Top margin of first page of each chapter is 2"

Major headings are centered and typed in all capitals.

Double space all copies.

ASSIGNMENT

You are to pick one of the three manuals described below. If you need help with a topic, arrange with your teacher to meet on your free time. It is your responsibility to make the appointment.

The research manuals are:

I. Area of Distribution Manual

This may be a manual on one of the broad areas of distribution such as retailing, wholesaling, or service; a phase of these broad areas such as supermarket operation, regional shopping areas; or an activity within one of these broad areas, such as fashion, credit, personnel, advertising, etc.

Manuals should include information such as: importance and development of service, major activities, layout and equipment, procedures and forms, customer questions and complaints, problems peculiar to the area, special abilities, skills and techniques needed for success in this area of distribution.

Manuals must have on the first page:

Title of entry
Name of student
Name of chapter
Name of school
City and state
"Area of Distribution Manual"
Specific area of distribution

Second page:

Explanation signed by student and teacher showing relationship of the entry to the student's occupational goal and/or the relationship of the entry to his present cooperative on-the-job training.

Third page:

Table of contents with page numbers.

Fourth page:

Statement of purpose of the manual.

Manuals should have a bibliography and a glossary. The following are some ideas for topics for an Area of Distribution Manual:

Customer Services
Free Enterprise System
Marketing and the Consumer
Business Personality Development
Careers in Retailing
Sales Promotion
Advertising
Marketing Process
Color
Banking

II. Merchandise Information Manual

Manual must be on a specific item of merchandise and not one brand or material. Example: A manual on men's shirts would not be confined to just nylon shirts.

Manuals must have on the first page:

Title of entry
Name of student
Name of chapter
Name of school
City and state
"Merchandise Informational Manual"
Specific item of merchandise

Second page:

Explanation signed by student and teacher showing relationship of the entry to the student's occupational goal and/or the relationship of the entry to his present cooperative on-the-job training.

Third page:

Table of contents with page numbers.

Fourth page:

Statement of purpose of the manual.

Manuals should have a bibliography and a glossary. The following are some ideas for topics:

Tropical fish
Golf clubs
Bowling balls
Women's wear
Men's wear
Automobiles
Typewriters
Diamonds
Silverware
Furniture
Perfume
Shoes
Ties
Boats

The information should be clear, concise, complete and usable. It may include such information as: importance and development, manufacturing process, technical terms and descriptive adjectives. Also customer questions and complaints, special abilities, skills and techniques, materials, construction, care, uses, finishes, brands and selling points.

III. Studies in Marketing Manual

The purpose of these studies is to improve, expand, or evaluate marketing principles and practices in a selected industry of the business economy and to provide an opportunity for individual study and research by a DECA member in his career objective area.

These studies in marketing manuals must be related to one of the following:

Automotive and Petroleum Industry
Food Industry
Service Industry
Home Furnishings Industry
Variety Store Merchandising
Specialty Store Merchandising
Department Store Merchandising
Jewelry Store Industry

This project must have an advisory committee with a minimum of three members. The chairman must be a businessman from the industry area of his project or career objective.

The chapter advisor serves as an ex-officio member. School Administrators should be encouraged to serve on the committee. The purpose of the advisory committee is to serve as a consulting group. Three meetings are recommended with the first being an orientation to the program and consideration of project topics; the second, a progress report; and the third, an evaluation of the study.

The following must be included in the manual:

Reason for selecting project
Scope of project
Explanation of procedures
Evidence, data and statistics
Resulting benefits or potential benefits to local area
Resulting benefits or potential benefits to industry
Evaluation of project by Advisory Committee Chairman
Results, recommendations and/or conclusions of the project by the student
Details of Advisory Committee involvement

Manuals must have on the first page:

Title of entry
Name of student
Name of chapter
Name of school
"Studies in Marketing"
City and state
Industry Area of Project

Second section:

Explanation signed by student and teacher showing the relationship of manual to the occupational goal and/or his present cooperative on-the-job training.

Third section:

Table of contents with page numbers.

Fourth section:

Statement or purpose of the manual.

Fifth section:

The roster and identity of the Advisory Committee.

The following are some ideas for topics:

Effects of college on community
Effects of trading stamps on community
Study of consumer shopping habits
Effects of shoplifting
Hi-Fi and stereo survey

REPRESENTATIVE TOPICS

INFORMATION SHEET #2

REPRESENTATIVE FOOD INDUSTRY TOPICS

The Grocery Habits of the Women in our Town
Trading Stamps in Grocery Stores
Bad Checks in the Grocery Industry
A Survey of Teenage Influence on Adults in Drive-In Restaurants
Effective Means of Supermarket Lay-out
The feasibility of a Drive-In Grocery Store
A Study of the Comparision of a Regular Week and a Special Week at a Big Way Supermarket
Customer Survey Concerning Selected Food Store Service
The Wide World of Potato Chips
Handbook for Men Employees
Meat Merchandising
Consumer Loyalty
A Better Produce Department
Customer Preference for Frozen Foods
Store Shortages Due to Theft

REPRESENTATIVE SERVICE INDUSTRY TOPICS

The Credit Bureau
Teenagers The Cleaning Industry's Untapped Market
Trading Stamps
Skiing in Utah
Research Survey on Financial Institutions
Newspaper Advertising in the Service Industry
Teenage Banking Habits

REPRESENTATIVE AUTOMOTIVE AND PETROLEUM INDUSTRY TOPICS

Trading Stamps in the Oil Industry
Oil and Travel
Service Wanted in the Oil Industry
Job Opportunities
Factors that Influence Consumer's Patronage of a Certain Service Station
Oil Versus Gas Hunt
The Fascinating World of the Oil Industry
Petroleum
Teenage Buying Habits
Higher Profits Per Customer Contact

REPRESENTATIVE VARIETY STORE TOPICS

The Feasibility of Relocating a Variety Store in a Proposed Shopping Center
Hi-Fi and Stereo Survey
Variety Store Merchandising
The Training Needs of New Employees in the Variety Store
Key Issues in Management and Control of the Modern Variety Store
Store layout
Shoplifting
Hair Spray Survey
Thirty-day Charge or Budget Credit Coupons
Types of Service Our Customers Want
A Study of Sales Figures as S. H. Kress for Each Month for a Year's Period
The Ideal Employee in the Variety Store
A Study to Determine the Volume of Business Done by Variety Stores
Selection of Variety Store Locations

REPRESENTATIVE SPECIALITY STORE TOPICS

Do Scenic Backdrops Increase Response to Dress Displays
Teenage Flower Buying Habits
Project on Photographic Service
Supervisory Development
Study to Determine Reasons for Continued Customer Patronage
A Study of the Basic Operations of a Drug Store
Food and Freezer Plans
Customer Service in a Music Store
Customer Buying Preference for Sporting Goods
What is the Effect of Women's Speciality Store Advertising on the Teenage Girls in My Area
Teenage Shoe Buying Habits
A Study to Determine Reasons for Loss in a Meat Market
Urban Renewal...It's Effect on the Specialty Store
Bridal Potential Market
Survey of the Factors Which Influence Teenage Fashion Buying
Fashion Trends
Accent on Youth

REPRESENTATIVE CREATIVE MARKETING PROJECT TOPICS

Survey of TV, Radio, and Newspaper Advertisements
Consumer Analysis of the Major Shopping Centers
Car to Car Radio Survey
Customery Attitude Survey

A Study to Improve the Efficiency of Tellers in the Banking Industry and Reduce the Amount of Time the Customer Must Spend in the Bank
A Study to the Inventor, Sales and Purchases of Business Machines
Rural Shoppers Survey
Shopping Center Survey
Advertising Survey
A Study of the Self-Service Produce Aisle
The Effect of Competition
Community Shopper's Survey
A Survey of Out-of-Town Shoppers
Beauty Habits
Teenage Recreations Survey
Survey of Consumer Opinion and Buying Habits
A Study of the Acceptance, Effectiveness, and Value of Trading Stamps
Recreational Habits of High School Students
Sales Efficiency Rating of Retail Salespeople
A Survey to Determine Consumer Desires Concerning Store Hours
A Survey Concerning Downtown Shopping
The Comparison of Adult and Teenage Buying Habits
Increase Tourist Trade
A Survey to Determine the Services Offered by the Motels and the Rating by Tourists Who Stayed There
The Training Needs and Opportunities for Distribution Workers
Survey of Night Openings in Business Districts
Survey to Determine Why Young People Do Not Stay in Retailing
Community Parking Survey
The Effect of Outdoor Advertising
The Shopping Cart Loss Problem
Food Buying Habits
A Survey to Determine the Spending Habits of Students and the Influence They Have on the Economy of Our Town
Juvenile Shoplifting
A Comparative Food Price Survey
Why Do People Leave Their Own Town to Shop

REPRESENTATIVE MERCHANDISE TOPICS

Fountain Pens
Luggage
Shotgun Shells
Cosmetics
Perfumes
Commercial

Hi-Fi
Garden Supplies
Blouses
Furs
Sterling Silver
Handbags

Gloves
Bridal Apparel
Suits and Sport Coats
Apples
Diamonds
Ladies Foundations
Auto Engines
Footwear
Furniture
Fiberglass Products
Glassware
Herbs and Spices
Wine
Carpeting
Men's Shirts
Ties
Candy
Fruit
Fine China
Eye Glasses
Stretch Fibers
Sewing Machines
Honey
Refrigerators

REPRESENTATIVE AREA OF DISTRIBUTION TOPICS

Display...The Silent Salesman
Credit
The World of Floristry
Advertising
Interior Designing
Parking
Layout
Newspaper Advertising
Motion Pictures
Grocery Distribution
Manufacturing and Distribution
Dry Cleaning
Telephone Selling in Retail Stores
Photography
Let's Fish
Moving Merchandise
Shoes
Premiums
The Wonderful World of Packing
Plumbing and Heating
Buying and Selling Securities
Bakeries
Hosiery
Stockkeeping
Produce
Trading Stamps
Women's Dress Shoes
TV Advertising
Nursing
Mortgage Financing
Free Enterprise System
Drive-In Restaurants

INDIVIDUAL INCOME TAX

Cooperative Distributive Education I or II — Suggested Time 3-5 hours

INTRODUCTION

Because income tax information is essential to every American worker, this unit is included in the basic study. The instruction is designed to teach a student to prepare his own tax forms, both state and federal, and to have a knowledge of tax laws relating to them.

GOAL

At the completion of this unit, the student will be able to understand the basis for income taxes and tax laws on both the federal and state levels as they apply to the individual. He will have a knowledge of the mechanics of completing an IRS tax form and a Louisiana individual income tax return.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Define what is meant by a voluntary tax compliance system.
2. List several areas on which the largest portion of the tax dollar is spent.
3. Define the role of the Internal Revenue Service.
4. Correctly determine who must file a tax return.
5. Determine the correct amount of tax that is to be paid using both Louisiana State and the IRS tax tables.
6. Correctly complete IRS tax form 1040, and the Louisiana Individual Income tax form.
7. Discuss careers in taxes.
8. Prepare his own state and federal tax returns.
9. Define terms used in the study of this unit.

SUGGESTED ACTIVITIES

I. The Instructor:

  A. Determine and discuss unit objectives.

  B. Prepare assignment and information sheets.

  C. Collect federal and state income tax forms.

  D. Prepare transparencies.

  E. Evaluate students.

II. The Student:

  A. Review unit objectives.

  B. Complete assignment sheets.

  C. Prepare and mail completed federal and state income tax forms.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

  A. Information sheets.

  B. IRS tax teaching materials.

  C. Sample tax forms and related documents.

  D. Assignment sheets.

II. References:

  A. Federal Income Tax. An instructional manual from the University of Ohio, Columbus, Ohio, 1970.

  B. Internal Revenue Service: Instructional materials.

TOURIST COURTESY AND INFORMATION

Cooperative I

Suggested Time
5 hours

INTRODUCTION

This unit focused on tourism and the students role in working with the tourist. The student will be able to assist visitors in enjoying Louisiana to the fullest. They will become aware of the economic importance of the tourist industry to Louisiana.

GOAL

At the completion of this unit, each student will appreciate the tourist attractions Louisiana has to offer. He will develop an understanding of the value of the tourist industry to the state. The student will be aware of the many opportunities available to him in this exciting career field.

PERFORMANCE OBJECTIVES

After the completion of this unit, the student will be able to:

1. Define tourism.
2. List the importance of tourism to the State of Louisiana.
3. State career opportunities available to him in the tourist industry.
4. Provide information to tourist in his local area with 100% accuracy on the following:
    a. Directions.
    b. Attractions of Nature.
    c. Outdoor Recreation.
    d. Entertainment.
5. Review the skills covered in unit on Human Relations and Personality Development in relationship to the tourist industry.

SUGGESTED ACTIVITIES

I. The Instructor:

A. Determine and discuss unit objectives.

B. Provide students with information sheets and study guides.

C. Prepare audio-visual materials.

D. Contact resource person from Tourist Information Center or Chamber of Commerce to discuss tourism and tourist attractions with group.

E. Gather resource material from Chamber of Commerce. Tourist Information Center and assign readings from resource materials.

F. Review Dictionary of Occupational Titles Volume II pages 245-261 for related occupations.

G. Evaluate students achievements.

II. The Student:

A. Review unit objectives.

B. Study information sheets.

C. View and discuss audio-visuals.

D. Evaluate resource persons' discussion and relate it to personal experiences.

E. Read and complete assignments from resource material.

F. Relate their interest and abilities to careers under the recreation and tourism cluster.

G. Complete evaluation.

INSTRUCTIONAL MATERIALS

I. Included in this unit will be:

A. Study guides and information sheet.

B. Audio-visuals.

C. Resource people.

D. Booklets and pamplets gathered from local sources.

E. Assignment sheets.

F. Test.

G. Desired evaluation responses.

II. References:

A. "Merchandising Your Community": Tourist Courtesy and Information. An instructional manual published by the State Department of Education of Louisiana. Baton Rouge, Louisiana, 1968.

B. Dictionary of Occupational Titles. 1965 3rd Edition - Volumes I and II. U. S. Department of Labor.

C. Louisiana, A Guide to the State. Hasting House, New York 10016, 1971.

APPENDIX B

APPENDIX B

SUGGESTED UNITS OF INSTRUCTIONS FOR ONE, TWO, OR THREE YEAR DISTRIBUTIVE EDUCATION PROGRAMS

In the following suggested units of instruction, no attempt has been made for any sequence. Units in Distributive Education must be flexible enough to meet the individual needs of all the students in helping them achieve their career goals.

The occupational objectives of the students should guide the design of the total Distributive Education program on a year to year basis.

In the classroom, the student should receive experiences that will help him develop the necessary knowledge and skills to progress in marketing in general as well as in the specific occupation for which he is preparing.

Time should be allocated throughout the year for individual study depending on student career goals and training requirements.

DISTRIBUTIVE EDUCATION (PREPARATORY I)
(3-YEAR PROGRAM)

	HOURS
Introduction to Distributive Education	15
DECA	10
Careers in Marketing	20
Distributive Education Manual Preparation	10
Parliamentary Procedures	5
Introduction to Marketing	25
Human Relations and Personality Development	15
Personal Budgeting	10
Job Description	5
Employee Compensation	5
Math for Marketing	40
Cashiering	10
Job Interview and Application	15

DISTRIBUTIVE EDUCATION (COOPERATIVE I)

	HOURS
Basic Selling	40
Economics of Marketing	15
Buying	15
Pricing	10
Advertising	10
Display and Promotion	15
Individual Income Tax	5
Marketing Research	15
Inventory Shrinkage and Store Security	15
Receiving, Checking, and Marking Goods	15
Review of Cashiering, Mathematics, and Manual Preparation	15
Tourist Courtesy and Information	5

Time has been allocated for a review of cashiering, mathematics, and manual preparation. This time should be divided into segments that will be most beneficial to the individual students. It is suggested that Inventory Shrinkage and Store Security be taught prior to the Christmas rush and Individual Income Tax covered about the time the students get their W-2 forms.

SUGGESTED UNITS FOR A TWO YEAR PROGRAM
(JUNIOR YEAR-COOPI)

	HOURS
Introduction to Distributive Education	10
DECA	5
Human Relations (Relate this unit throughout the year)	15
Careers in Marketing	20
Job Interview and Application	10
Basic Selling	30
Introduction to Marketing	30
Inventory Shrinkage and Store Security	10
Math for Marketing: include some parts of units from cashiering, employee compensation, personal budgeting, pricing, income tax	25
Distributive Education Manual Preparation	5
Customer Services	10
Receiving, Checking and Marking	10

SUGGESTED UNITS FOR A ONE YEAR PROGRAM (COOP I)

	HOURS
Introduction to D. E.	15
DECA--(May include parliamentary procedure with this unit)	10
Human Relations and Personality Development	30
Careers in Marketing	4
Job Interview and Application	10
Basic Selling	6
Introduction to Marketing	15
Economics of Marketing	20
Establishing a Business	15
Inventory Shrinkage and Store Security	10
Distributive Education Manual Preparation	5

SENIOR YEAR (COOP II)

	HOURS
Economics of Marketing	20
Communications in Marketing	25
Marketing Research	5
Advertising	10
Display and Promotion	10
Credit and Collections	5
Establishing a Business	5
Personnel Management	10
Data Processing	10
Stock Control	5
Law of Contracts	5
Tourist Courtesy and Information	5
Creative Selling	30

DISTRIBUTIVE EDUCATION (COOPERATIVE II)

	HOURS
Communications in Marketing	15
Credit and Collections	15
Creative Selling	30
Establishing a Business	15
Customer Services	10
Personnel Management	20
Product Planning	20
Data Processing	15
Wholesaling	15
Stock Control	10
Law of Contracts	10
Franchising	5